

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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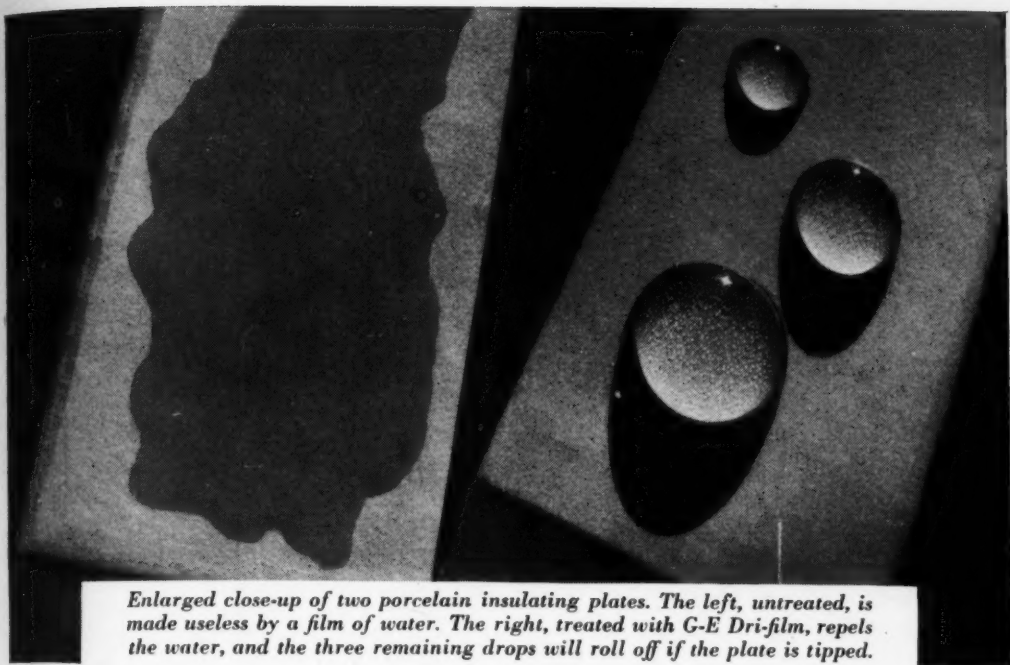


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Enlarged close-up of two porcelain insulating plates. The left, untreated, is made useless by a film of water. The right, treated with G-E Dri-film, repels the water, and the three remaining drops will roll off if the plate is tipped.

How to cure a Flying Radio's LARYNGITIS

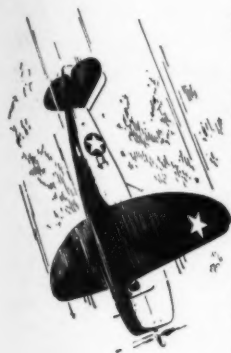
THERE USED TO BE a lot of trouble, every time an American pilot in a dogfight dropped a radio set 20,000 feet. Not crash trouble, for in the cases we're talking about the radio was in the plane and the pilot pulled out of the dive.

But sometimes the radio lost its voice. For the sudden plunge from cold to warmer air produced condensation of moisture—like the fog that collects on your glasses when you come indoors on a winter's day. A film of moisture formed on the radio's insulators; the film let the electricity leak away; the radio quit dead! And that was bad—since a modern fighting plane depends almost as much on its radio as it does on its wings.

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for just a few seconds, to the vapor of a composition called G-E Dri-film—then the whole nature of the insulator's surface is changed. It looks just the same, but moisture doesn't gather any longer in a conducting film. Instead, it collects in isolated droplets that don't bother the radio a bit. The set keeps right on talking.

Today the voices of most military radios are being safeguarded by treating their insulators with G-E Dri-film. And the research that cures a radio's laryngitis is the same kind that has licked the problems of the turbo-supercharger, and has packed the driving power of a destroyer into turbines not much bigger than a couple of trunks. It's the kind of research we're counting on, tomorrow, to turn the discoveries of wartime into peacetime products we can all use. *General Electric Co., Schenectady, N. Y.*



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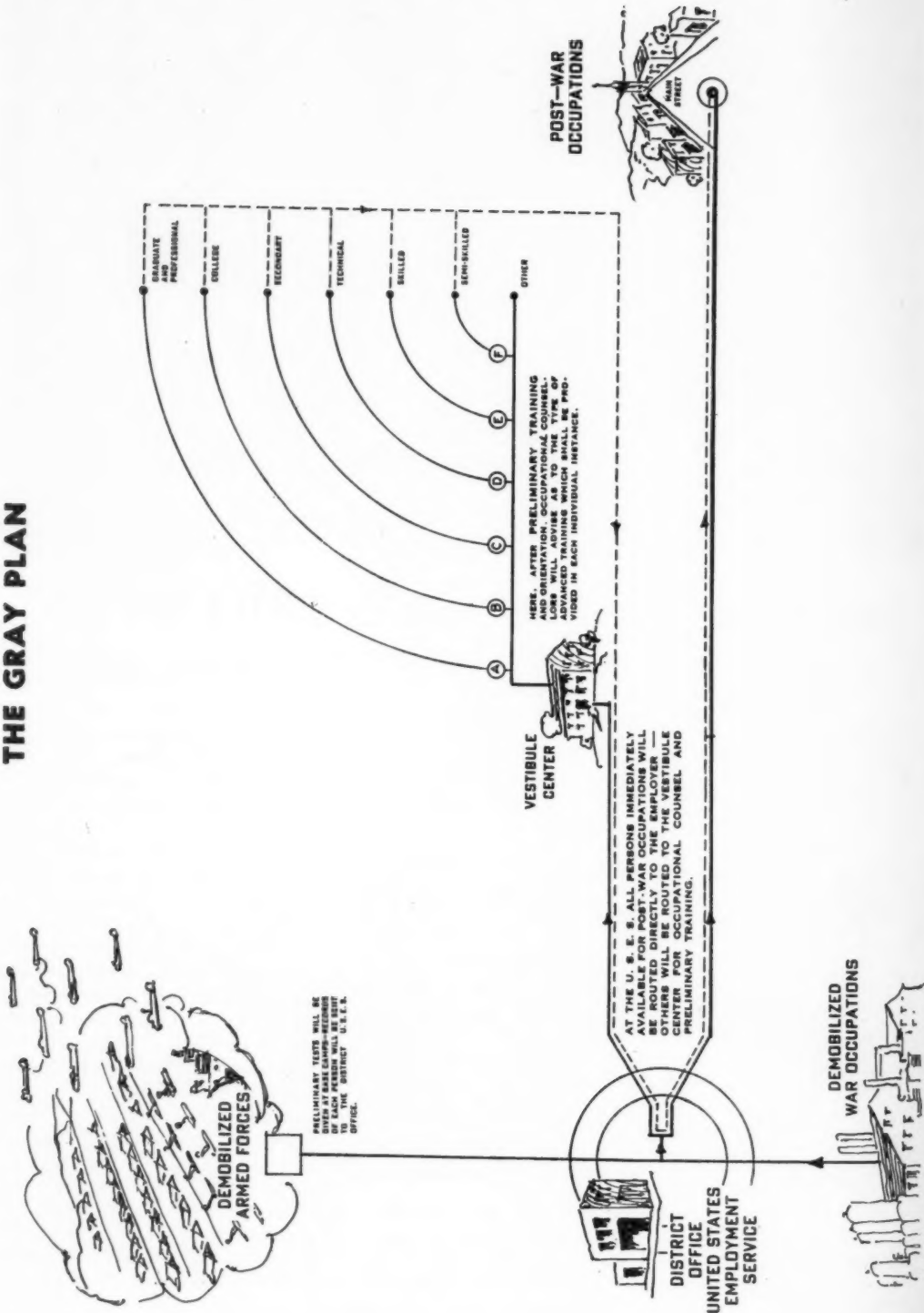
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THE GRAY PLAN



CONVERSION FOR PEACE*

CARL A. GRAY, *President, The Grenby Manufacturing Company,*
Plainville, Conn.

Mr. Gray's article is a challenging, practical approach to a vital problem—a problem, the far-reaching implications of which are fundamental concerns of the Association and its entire membership. The author worked as a machine-operator and went to trade school two years before entering Dartmouth. Following graduation he worked as an apprentice machinist in order to coordinate further his academic education with the practical aspects of business. In 1939 he organized his own machine tool company. Mr. Gray is father of the original "Connecticut Plan" of industrial training that laid the groundwork for Connecticut's great war contribution.



IN all public discussions, so far, of plans for a post-war world, the vision of most statesmen seems to be focused on lands far off. Perhaps this is only right and proper, for the future welfare of the United States and its prosperity may well be dependent on the welfare of the Chinese or the Algerians. However, there is a real danger that in our zeal to re-make the pattern of our international relations, we may overlook some of the realistic problems with which we must ultimately come to grips here at home. Not the least of these is the readjustment of several million young men back into the civilian economy at a period when most of our important industries will be struggling to resume peace-time production. Moreover, it will be necessary to retrain many who are now making high wages and think they are skilled.

Unpleasant memories dim quickly, and there are few people today who have a keen recollection of the maladjustments, the injustices or the real harm that was done to citizens subsequent to the last war by our unpreparedness for peace. Perhaps those who were shoved unceremoniously back into civilian life can remember and there is no doubt in my mind that the clamor for bonuses and special favors arose from the fact that no definite

plan for readjusting these men to civilian life had been made. The shout for a bonus was a cry, a protest against a society which had used men—and yet gave no thought to them when they had returned.

No "Made" Work

This time, we may be sure, we cannot, with safety to our form of government, tell these men to sell apples; nor can we insult them with "made work," under the name of WPA or any other label. National Programs will say "Jobs for all," to which I agree, *but* all must be qualified to take jobs or else we will have coddling and private initiative will die out. We must not promote wards of the State.

What I suggest is a plan for absorbing these men back into productive society, with the least pain to them, and with the most profit to society. This plan is not based on nebulous thinking, but on practical experience and insight I have gained by studies into some of the unemployment sequelae of the last year.

A few years ago, when the State of Connecticut was trying to find a solution to the problem of unemployment, we set about analyzing the educational and vocational background of those who were without work or income. Starting out as an effort to solve the unemployment problem of the man over 40, we soon expanded the scope of our inquiry.

*Reprinted from the Connecticut State Labor Department Bulletin, May 1, 1943.

We found, tragically, that these men were unemployed because they had nothing to offer that had present value. They had no trade, skill, experience or training for anything that American industry needed. The fundamental prejudice was not against men over 40, but against men over 40 who had no training.

Of the employable unemployed between the ages of 16 and 26, untrained and inexperienced, there were few indeed who had ever held a "real" job in their lives; young people unable to get any job requiring experience; young people of whom it could truly be said, "They haven't had a chance." Many of these youths were only nine or ten years old when the first great depression started and these had only heard of relief payments at home. These were about one-third of the unemployed.

Another third were "skill-rusty" older workers; men who had formerly worked as artisans but who had been away from their trade so long that their touch had been blunted and their reactions slowed down.

The Connecticut Plan

To meet this situation we evolved what became known as the "Connecticut Plan." We queried the manufacturers of the State to find out what kind of tradesmen were most needed, and having gotten this information we set about training these groups for specific job families.

At first blush this may seem to have no relation to the problem we are going to face in the post-war era—but the facts are analogous. Going into the army now are young men who are fresh from school; others have been in business or industry for too short a period to have developed a skill. Normally these next two or three years would be the period of discovery, placement and experience. Because of the unrealistic type of training most of these boys have received in our high schools and colleges, they are unprepared for work on

leaving school. Their actual scholastic training ordinarily, in the course of things, is leavened by work experience, which makes them a "saleable product" on the labor market.

We are plucking from these lives now this period of orientation. When our boys return to civilian life after the army, they will be mature—indeed with an accelerated maturity. They will be restless, a little bitter, perhaps, but still without the fundamental "sales" qualities which will make them easily placeable in a highly competitive society among older men and women who have learned to work productively.

But these men must be fitted back or we shall reap the whirlwind.

Machinery of War

It is my suggestion that, in our conversion to peace, we utilize the machinery of war and, with a disregard for cost, on a scale of actual warfare. Make no mistake about it—when peace comes we shall be waging another kind of war—a war for the preservation of our American way of life here at home. To meet this threat we must keep our resources mobilized and working cooperatively.

The machinery of a broad Selective Service, the technical, professional resources, the expenditure of money, should be maintained—the machinery, however, thrown into reverse and utilized for the replacement of these men back into civil life.

If a country can take a man from a job or from school, submit him to intensive medical, physical, neurological, psychiatric and vocational interviews; train him at great expense over a period of months; equip him with the best to muster him into military service—then that same country must have the imagination and the courage and the willingness to bear great expense, to do the same thing in mustering that man back into civil life.

To repeat the errors of the hastily contrived honorable discharge, the parades, the homecomings, and then the bleak days and weeks and months seeking employment is to court disasters far worse than a march on Washington for a bonus.

Fortunately, the exigencies of war have provided the very machinery we shall need for such a peacetime conversion, with one notable exception. When the army organizes for battle, it provides a bill of specifications; it orders so many cooks, so many tank drivers, so many infantrymen, so many medical men, so many signal corps men, and so many artillerymen. Then the Manpower group, through Selective Service, sets out to provide the trained material. Requisitions are made for the number and the kind of men who are needed.

Planning—Not Chance

It is possible to forecast trends in business. It is possible to forecast manpower needs, even in specific categories. Not only is it possible, but it is being done, every day now.

Why should the adjustment, the training of new entrées into the business and commercial world in peace be left to chance, when in war it can be done so specifically? Men are being chosen every day in the army for the Air Corps, to drive a tank, for the Adjutant General's Office, to become cooks, infantrymen, or to go to Officers' Candidate School. By reversing the process of Selective Service, we can make these things come true in civil life; we can say with a degree of certitude that a great many cooks, truck drivers, tool makers, school teachers, lawyers, physicians, clerks or textile machine operators are going to be needed in a certain area. Then we must proceed to train our demobilized troops who are not definitely and certainly tied in with a job or a business.

Many, through former connections, family

or friends will slide back noiselessly into civilian life, but our attention is focused on those who would otherwise be left adrift.

They must get as thorough a going-over as they got when they went into the army. Their vocational interview must be no cursory thing. It should last for an hour or for a day if necessary; aptitude tests must be given; trained employment interviewers and psychologists must consult with the soldier, talk to him about his plans and steer him into the right kind of training. It must be done well.

The man with an I. Q. of 155 must be discouraged from seeking retreat into a menial job, and the I. Q. of 75 must be dissuaded from trying to study medicine.

Impossible you say? It is being done today, yesterday and tomorrow. The weeding process is going on in every army reception center of the country. The machinery with some necessary improvements is here, waiting to be used.

Subsidy?

Industry may need some help, too. Industry should be encouraged to convert to peace, so that it can help our young men to be converted to peace.

All we need to do is reverse the process from ingress to egress. Going out of the army should be as meticulous a process as going in.

Should government subsidize veterans so that they may get their training for civil life? Yes—and why not? Government trains and pays men to learn to kill. How much better to pay them to learn to live and to produce for our general welfare! Where would these men be trained? Where are men being trained now? In every conceivable war time trade—these training centers could easily be converted to peace time pursuits.

Costs a lot of money you say? Has anybody so far squawked about the cost of the war? Has anyone objected to a small sub-

sidy to either a key manufacturer or an embryonic officer? All this plan needs is a readjustment of thought so that we can maintain the "eye on the goal" type of thinking that persists in war time, and which lapses into selfish indifference and pinching pennies in peace time.

This is no political program. There is no place in it for professional politicians who have their eyes on higher rungs of the ladder. This is a program for trained technicians and professional people, just the same as running the Army and providing it with trained personnel and finished material is no job for politicians.

Case Histories

How would it work? Well, let's take Bill Jones. They took him into the army after he had finished his third year in High School. Bill was taking the commercial course, hoping some day to work in a bank or insurance company. He played on the football team at school, and when he got in the army certain qualities of leadership developed. He got to be a corporal and finally went to Officers' Candidate School. Perhaps when the war ends he will be a sure enough captain with a good record.

Should Bill go back to High School? He's only 22 now, but he has the maturity of a man of 30. He has been through things, and has assumed responsibility. Should he be a bank teller, or an insurance clerk, working 40 hours a week at \$40 and with no responsibility for people?

Taking up the thread of our hypothetical organization: Bill is once again processed before being returned to civilian life. When the results come in Bill finds he has an I. Q. and a personality that warrant aspiration to a much higher level of society than to which he has aspired. He is given his choice. He

can go through medical school; he can go to a school of political economy and civil administration. Bill chooses to be a doctor because, as he says, at the interview when the facts are presented, "That's what I always wanted to be—a surgeon, but I knew I could never make it because I never had enough money."

The government pays Bill's tuition, and his room and board—and pays him a salary. Experiment? It has worked out well in at least one country. Bill will contribute eventually more than he got.

Take another case, also hypothetical. That of Trumbull J. Hooker who was drafted from his second year in Yale Law School, entered the army, sure that in a matter of weeks he would be a Major at least, but who finished the war as a buck private in the tank repair division. He could have been a Sergeant Major at least if he had shown as much interest in his fellows as in the transmission of tanks.

The interviewers tell him kindly, "You don't want to be a lawyer. Your people want you to be one—but you know a whole lot more about gears and such stuff than you do about people." Then they point out that Litchfield County, where he would expect to resume life, is already overstaffed with good lawyers. "But there is a crying need for men who have a feeling for machines—now we'll put you through school and find a place for you."

On a slightly lower employment level, the case of the ordinary guy who has been driving a truck, when he should be selling shoes, or real estate; the machinist who should go to a good plumber and get an apprenticeship. The tough, rough, embryonic fireman on the railroad, who is told that his aptitudes are along mathematical lines, and why doesn't he take this special school course to prepare him to be an expert accountant. These problems can be, and should be, met.

Reverse the Process

Turning the wheels of Selective Service into reverse should be done the minute we have an army as large as we need, and long before peace is a prosaic, hackneyed fact. This reversal needs to be done in advance for the same reason that it is important to seed your lawn with a good grade of grass seed before the weeds get strong. Unless, through a combination of government and those pariahs who are now being suffered to operate making war goods (the "industrialists"), there is a definite plan to greet the American soldier, he will have a good reason for turning with anger against both.

The lack of a definite plan here at home, the lack of a definitely planned reception of our soldiers, will mean the sprouting of "isms" and crackpot "causes" that may plague America and Americans for at least a generation.

We went ahead with the original "Connecticut Plan" for training machine workers and it was at the disposal of Federal authorities more than a year before Washington saw the need. This training program was set up and operating long before this government got into the war, thank God! When the war started this training program was already turning out 1500 qualified beginners for industrial jobs every 5 weeks (over 45,000 today in Connecticut). As we turned out

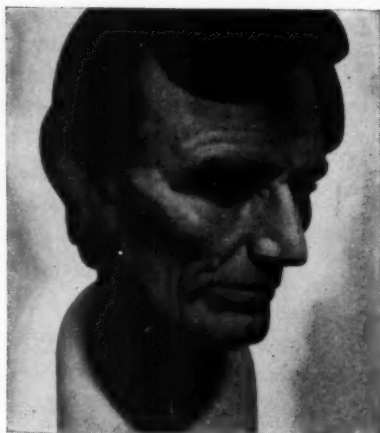
these trained workers, our eyes were on the rest of the country where many people raked leaves and complained of what the country should be doing for them. We were then training people to do something for the country. And incidentally, we had no high-paid staff to do this work—we had volunteers and the total expenses of this work cost the state less than \$1,000.00 in two years.

In our plans for the future (now that men's minds are absorbed with war) there must be a few who are concerned with peace and the reconstruction. I do not disagree with Mr. Wallace and the need for milk for the children of all the world. But I do insist that here at home we must get our house ready for the homecoming: The program should include no apples to sell, no leaves to rake, no \$150,000 fly casting pools to build, all eked out expensively at your cost through W.P.A.

Are we ready for this homecoming? Are we making our homeland a place where our boys can pick up the thread of their ambitions, their dreams, to prove that America not only offers a promise but fulfillment of that promise?

A comprehensive program outlining "The Gray Plan" for Post War Re-employment has been published in booklet form. Copies of this may be secured by writing to Mr. Carl Gray, President of Grenby Manufacturing Company, Plainville, Conn.





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MAKING POST-WAR EDUCATION VITAL

WARREN E. BOW, *Superintendent of Schools, Detroit, Michigan*

The following article emphasizes the necessity for effecting now a policy of secondary education so designed as to maintain its vital place in American educational life after the war. After graduation from the University of Illinois, the author pursued further study at the University of Michigan and Teachers College, Columbia University. Dr. Bow served as a tool designer and as an engineer in addition to his varied teaching experiences which included service in all divisions of the Detroit schools prior to his becoming Superintendent in 1942. He is the author of "The Relationship of the Principal to the Teacher," "Vocational Education in a Changing Society" and "Visual Aids in Teaching."



IT has taken a second world war to translate fully for the masses the golden words of Diogenes, "The foundation of the state is the education of its youth." For millions of peace-loving citizens throughout the world educators are carefully and thoroughly preparing the foundation for the years ahead. Just as in all great construction jobs ground must be cleared and samplings made in order to assure security under all conditions. While the objective—peace and progress through universal understanding—is well defined, the method of achievement will vary from the program of education today. Eric Johnston, president of the United States Chamber of Commerce, has well said, "Beaten paths are for beaten men." Definitely it is the job of education to create the future of which we now dream. Any reorganization of America's schools for the postwar era will center largely at the secondary level. It is here that the needs of older youth will be evaluated and prescriptions written.

We must re-emphasize the need for intelligent and loyal citizenship on the part of all in a democracy. Millions of young men and thousands of young women will return to civilian life following the order for peace. For these people life will turn from a program of mass destruction to the more permanent task of constructing for the centuries ahead. There

will be an unpredictable number of casualties who must be rehabilitated largely through our secondary schools and our colleges. All must have jobs. The problem of getting a job and of getting the right job for each involves a master program of counseling and guidance, the framework for which schoolmen are now planning. Already the President has declared the government's hope of federal aid for this task. Schools must make plans now to retest the handicapped upon their return in order most efficiently to meet the problems of the reconstruction period. New products mean new methods of manufacture. It is to school counselors that industry and education look for a major hand in the diagnosis. The military forces are doing a magnificent job of fitting the right man to the right task. Schools and colleges will do an equally good job in adjusting the individual with limited abilities to peace work.

Importance of Work—Experience

The mass exodus of high school youth during the past year has directed the planning of educators to a program bidding the return of these youth following the cessation of hostilities. Many have not completed high school, many more will be attracted to colleges if the curriculums of high schools and colleges are revised in accordance with the needs of the

times. Schools must look to the work-experience curriculum as one of the greatest attractions education has to offer these world scholars of the preservation of democracy.

Our secondary schools have made genuine progress during the past year or two in the field of cooperative education. Formerly known only to colleges, the high schools have adopted the plan in not only fields of purely vocational endeavor but in commercial subjects. Students under this program go to school four hours a day and work in a nearby office or industry four hours a day. In some instances the program has involved two weeks of school and two weeks of work with the student's alternate working in cooperation. This type of education offers opportunities for guidance such as has never heretofore been a reality for the boy or girl of fourteen or fifteen or sixteen years of age. Always before, the reality of a job was too far removed from fundamental education to offer a genuine incentive such as would produce greatest endeavor.

Vocational guidance will constitute a real part of the community life of tomorrow. Our present practice of guidance has never definitely placed the reality of working for a living in the minds and hands of our school youth. Each individual, young and old alike, knows of the certainty of death yet most individuals neglect any type of preparation for that certainty. Even the simple task of drawing up a will is put off "until tomorrow." So it has been with the guidance problem. The reality of earning a living is so far away, even though that time be six months or a year from now, that the real lessons of the well planned guidance texts fail to register genuine enthusiasm within the minds of many students.

Viewing the school as a focal point for community life places the home, business, industry and the classroom in a common atmosphere where the exchange of problems will be

everybody's conversation. Fortifying this will be the general program of cooperative education either on a two weeks on and two weeks off basis or some variation such as the four-hour alternate program of schooling and related employment. The Detroit public schools only last month introduced a curriculum of aero mechanics on a cooperative basis. It is hoped that this curriculum will do for the aero mechanics industry what the city's public school pioneer program of cooperative education at the Wilbur Wright Technical High School has done for the automotive industry. This is guidance in a real sense. Back of this, however, must continue the personal counsel in the high schools.

Along with the work-experience curriculums and the advances they hold for the future, schools must look to more realistic teaching. This will involve, among other things, a modified workshop program which will reach into student participation as well as teacher participation. New menus must be offered filled with reality and experience vitamins; seasoned to suit the taste of the majority. Of course the high school of tomorrow will expand the vocational opportunities of today. It will of necessity include exhaustive work in aeronautics. Such schools will probably incorporate instruction in single skills for those individuals with limited ability or limited time. There will be training for industry in other and broader lines. Already labor has seen introduced courses in interpretation, economics, and kindred problems of the organized worker. Such a curriculum may well grow to include problems of industry. It is not impossible that both labor and industry will penetrate the high school curriculum of the coming years in order that young men and young women can early gain an understanding of the forces that motivate and manage these important phases of the greater job of making a living.

Young America of the next few years will be greeted by an expanding universe of opportunity. Pestalozzi once spoke of the education system as the "staircase in the house of injustice." Today and tomorrow Americans at all ages will be looking to our schools in expanding reality as an avenue of mobility for advancing to fields of contribution—the sciences, agriculture, the professions, industry, government, business, and the home. Success for all but the Lincolns and their kind is most quickly and most certainly realized through the prepared mind. Postwar schools will educate for the everyday things of life—for work and play, for participation in government, and for family life. Too, it is the duty of the schools of tomorrow to help reinstate into society these millions of young people now engaged in preserving that society. This is going to require a type of guidance that begins with the friendly, informative letters being sent daily to our friends and relatives in the service. The real lesson lies in translating for these young people the need for trained minds and the advantages for the educated person in mastering the multitude of jobs attendant to reconstruction. For the present schools and colleges face the problem of educating those at home to the task that lies ahead. The world of tomorrow is complex with work and problems unknown today. It is only through highly trained manpower that efficiency can exist.

Adult Education and Consumer Education

But schools will also play an important role in other and somewhat newer fields—as the community centers of the citizenry. For years our educational system has included a program of adult education. The experience of the schools in these war years and the multiple services which they have been called upon to perform and for which their performance has been so complete and so success-

ful will fit them to carry on for the countless friends already made.

Postwar years definitely mean problems of unemployment and more generally problems of the shortened work day and work week. Americans cannot tolerate idleness. Educators see a practical answer in what is commonly thought of as hobbies. Technically known as avocations, people at all ages may find a place in our educational program of tomorrow for the cultivation of those desires which mean so much to so many. Whether it means a better job of knitting or the tying of a more attractive fly for the elusive trout; whether it is singing in accordance with the majority of voices or writing a radio skit or a magazine story; if it is of interest to an individual in his spare time it is a project for stimulation and encouragement. This then will constitute a part of the tremendously important program of education at the adult level through the medium of secondary schools. Just as there are jobs to be filled and idle hours to be planned for, so there will be earnings to be spent. Consequently, schools are gradually recognizing their responsibility in the field of consumer education. As J. Paul Leonard of Stanford University has put it, "Too long we have stayed in the relatively safe realm of uncritical issues." Educators are coming to recognize that there is just as great a responsibility of the schools in the teaching of children in how to spend money wisely as in teaching them how to make money.

Perhaps closely allied to the subject of consumer education is the oft referred subject of propaganda. It will be the role of education to develop techniques for meeting undesirable forms of propaganda including the shaping of public opinion as well as the desirable forms of promotion. All of this fits into the present program of conservation. "Productive energy," says Fred T. Wilhelms, assist-

ant director of Consumer Education Study, Washington, D. C., "is misdirected on a grand scale by unwise consumer judgments."

Frederick H. Bair, superintendent, Bronxville, New York, has touched upon this subject in a gentle yet definite way by saying, "The eyes and ears and hearts of our youth must be trained to recognize the tricks of the language. One more skill must be added to those already taught to read—the ability to read between and behind the lines."

School administrators are impressed with another factor in placement that is due for re-emphasis in the curriculums of the coming years. In these days of employment for everyone the volume of industrial, personnel inquiries directed to the schools is immense. One type of question repeats itself in these inquiries in an increasing number of forms: Does he meet his financial responsibilities? Is he loyal? What of his associates and his record of behavior toward society? Such questions pertaining to character can but serve to em-

phasize the need for strengthening the schools' efforts to fit the child to ways other than physical and mental. Effective guidance and successful placement by high schools and colleges for the years of peace just ahead will be greatly strengthened by a background of collateral known as character education.

Progress in education has always taken the conservative route. The public has to be educated to newer measures and new goals. Our secondary schools have for the most part had "feeler" courses underway for many years in much of what is now being thought of as the post-war program. Strangely only a national calamity has emphasized the cause sufficiently for the culmination of much of this advance planning. Fortunately, school people are in a position to consult with the public and plan with them for the greater and more peaceful tomorrow. They have seized upon the opportunity of immunizing now for they are well aware that there dare be no paralysis of education. America will always maintain a sense of pride in the opportunities of its schools.



CHAMBERSBURG, PA., August 20—Wilson College has just completed a survey of currently developing careers for college-trained women and has published the findings in a pamphlet "Coming Careers—Wilson Looks Ahead."

The survey was made under the supervision of Miss Margaret D. Gordy, Wilson placement director. Her informants were educators, economists, civic leaders, government officials, and private employers in many occupational fields.

Eight new or developing areas of employment will have especial need of college women in the post-war period, the survey showed. The pamphlet lists these areas as aviation, industrial management, international health, Latin-American relations, modern synthetics, occupational testing, radio and television, and world reconstruction.

Each career field is briefly described and the general qualifications, academic and personal, necessary for success therein are outlined. More specific information suited to the individual querier is offered to those who may wish it.

The pamphlet is addressed to the girl now in college or about to enter college who is asking for data concerning the new careers that will be open to her as the graduate of the liberal arts way of education. Its facts apply also to the college graduate who is charting a new course for the future.

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Symbol of Service

... in peace and war

This emblem is familiar throughout the nation as the symbol of a well-trained team, integrated for service in peace or war—The Bell Telephone System.

1. American Telephone & Telegraph Co. coordinates all Bell System activities.
2. Twenty-one Associated Companies provide telephone service in their own territories.
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4. Bell Telephone Laboratories carries on scientific research and development.
5. Western Electric Co. is the manufacturing, purchasing and distributing unit.

The benefits of the nation-wide service provided by these companies are never so clear as in time of war.



SURVEYING THE COMMUNITY FOR WAR-TIME TRAINING NEEDS



PHEBE WARD, Co-ordinator, Terminal Education Study, San Francisco Junior College

An interesting solution to the problem of finding successful techniques for achieving effective placement is given in the following report on the Community Survey Study—one of the nine junior-college terminal-education studies summarized in the May issue by Byron S. Hollinshead. As a part of her community-survey work, the author, who is a job counselor in the newly organized Information and Counseling Center in San Francisco, recently served for three months as Consultant in the Division of Training of the War Manpower Commission. Miss Ward returned in February from a year's leave of absence, during which she was Supervisor of Induction Counseling and Placement in the San Diego Vocational High School and Junior College and also Supervisor of Job Evaluation and Wage Administration at Ryan Aeronautical Institute in San Diego.

WHETHER we think of placement in the narrow sense of "getting a job" for someone or whether we think of it in the broader sense of equipping a person for economic, social, cultural, and civic competency and then finding him a place in the community where he is most likely to succeed, the community survey is an excellent technique for determining the requisites for effective placement.

San Francisco Junior College believes whole-heartedly in the efficacy of the community survey as a means of determining the employment needs in the community, the job opportunities, the job requirements of specific industries, the types of people who can participate successfully in the various industries in the community, and the many other factors that enter into the matter of training for successful placement. We believe in the power of the survey to produce effective results because of the fact that our most successful terminal-education training has been established on the basis of the findings of surveys, the surveys ranging from the exhaustive cataloguing of the community's industries to the well-planned look at a single industry in the community.

Community Survey Study

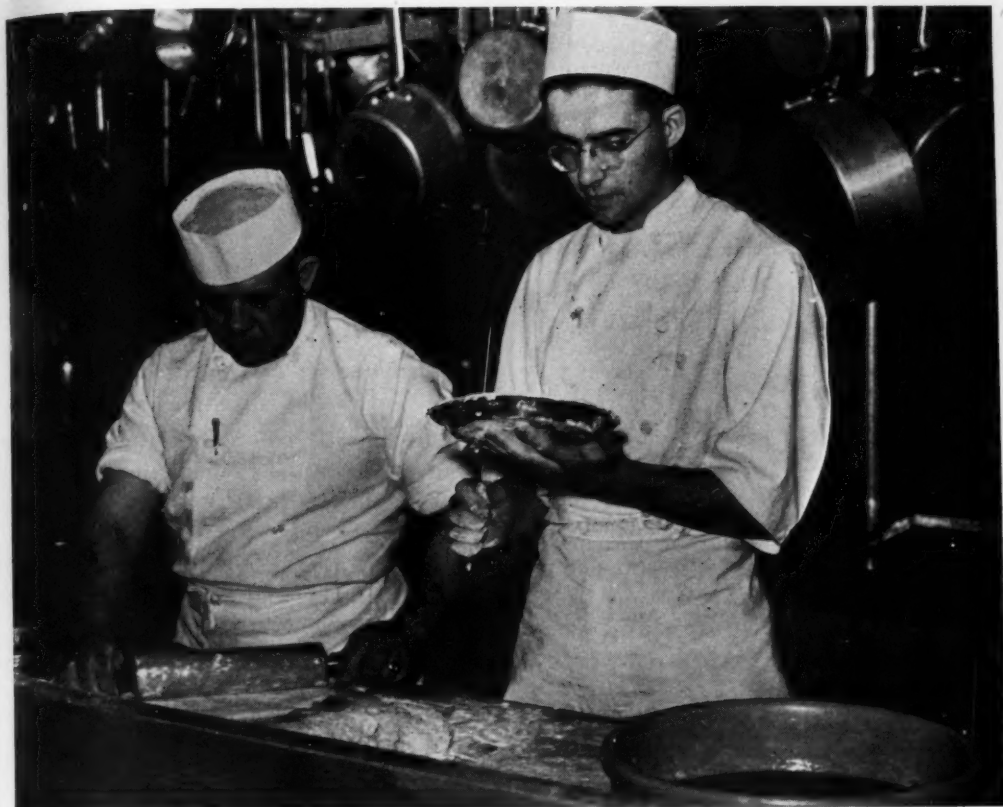
Our junior college has always been interested in the needs of the community; for

Dr. A. J. Cloud, President of the College, believes that the junior college should serve the people of the community. However, the College has been able to carry on surveys on a more extensive scale since the Spring of 1941, when San Francisco Junior College was selected to conduct the Community Survey Study and was given a grant subsidized by the General Education Board, as arranged by the Administrative Committee of the Commission on Terminal Education.

Using the Survey for War-Time Needs

Meeting the war-time training needs of the community in San Francisco has necessitated close contacts with the community in order to establish effective short-term training and community services. Hence, the survey has increased in importance as a basis for setting up training programs.

A glimpse at the following representative list of war-time training at San Francisco Junior College indicates the ability of the junior college to convert its peace-time terminal-education programs into war-time training programs: Aerial Navigation (Air Corps); Business Training (Army, Navy, and OPA); Business Training (Retail Stores); Camouflage Training (Army and Navy); Child Care Training (Child Care Centers); Canning Center (Community civilian service); Business



MARINE COOKS AND BAKERS ARE TRAINED BY THE HOTEL AND RESTAURANT DIVISION OF SAN FRANCISCO JUNIOR COLLEGE

Brush-up Services (United States Employment Service); Information and Counseling Center (United States Employment Service); Inspection Training (Navy); Laboratory Operators' Training (Chemical production control plants); Marine Cooks' and Bakers' Training (Seamen's Union and Maritime Commission); Nurses' Training Program (Local nurses' schools); Pre-induction Training (Army and Navy Air Corps); Recreational Leadership (Red Cross); Sewing Clinic (Community civilian service); Victory Gardens (Community civilian service).

Trends in Surveys

The importance of making surveys continu-

ous in nature has become even more evident in our war-time surveys than it was in our peace-time surveys. For example, the survey that was made in 1936 preparatory to establishing the Hotel and Restaurant Division and which was continued in order to assure the trainees effective placement has enabled the Division to convert to training for Marine Cooks and Bakers and to short-term training for women hotel employees.

The emphasis upon the importance of training for placement, which was so apparent in the pre-war surveys, has been supplanted to a great extent by the emphasis upon the importance of training people who are already employed. Employers are often unwilling to

wait for the pre-employment training of potential workers, but they welcome training for their employees who are already on the job. Surveys in the field of In-service Training are constantly providing evidence of this situation, especially in the resulting training for employees of the OPA and Civil Service, as well as members of the Army and the Navy.

Methods employed in the recent surveys indicate that the present needs of the community demand rapid well-planned surveys for immediate use; whereas, pre-war surveys were made in a more leisurely manner and tended to be more exhaustive. One of the most exhaustive and representative surveys was begun in the Spring of 1941 in the field of chemistry and has developed into an especially effective survey in which all of the industries concerned with chemical production control have been interviewed. The resultant training for Laboratory Operators is helping to meet the increasing demand for these technicians.

Short surveys have been equally effective, provided that they are well-planned and thorough. A short-lived survey with negative results often proves significant as a warning against setting up training for which there is not sufficient need. Such was the Household Employment survey in 1940, which disclosed the fact that it was an inopportune time to offer training in this field—a fact that was later confirmed by the influx of household employees into war work since December, 1941.

The surveys that have been conducted in the last two years have revealed a need for community services. As one means of meeting these needs, San Francisco Junior College has contributed my services as Co-ordinator for several very interesting projects. One of these projects was conference leading for the San Francisco Chapter of the National Executive Housekeepers Association, during which we developed the Occupational Analysis for Executive Housekeeping for national use.

Another particularly vital project to which I was assigned was the development of the instructional material from which the scripts were written for the ship-building training films that are being produced by the U. S. Office of Education, my services as consultant having been requested by the Training Division of the War Manpower Commission. The most recent project in which my services and those of two other instructors are being used for a community service is the new Information and Counseling Center in which San Francisco Junior College is co-operating with the United States Employment Service and the San Francisco Public Welfare Department. This center has been established to help men and women to find their place in the war effort, the services of the Center consisting of employment counseling, training counseling, child-care counseling, aptitude testing, and brush-up services in typing, shorthand, filing, and arithmetic. The counseling services require a continuous survey of the training opportunities, employment needs, job opportunities, job requirements, and the other information that is needed in order to place men and women into the war-production industries. The year's leave of absence which San Francisco Junior College granted me last year in order to give me an opportunity to enter the war-production industries (both in induction counseling for training and in production itself) enabled me to gain the experience that is necessary for carrying on such a survey.

Other community services that are being contributed by San Francisco Junior College include such projects as the Victory Gardens, a service which began with demonstrations and lectures for 1200 interested gardeners and now includes the supervision of three tracts of gardens. The Canning Center offers San Franciscans an opportunity to preserve foods under supervision, using the facilities that are available to them at the Junior College.



Deferred Careers

Today, and until Victory comes, our armed forces have first call on the youth of the land. After Victory, there will be another big job to do . . . to rebuild and make workable the post-war world.

In your long-range planning of careers, many of which may have to be temporarily deferred, don't overlook the advantages of life insurance as a career. Today, as always, there are a number of openings in this typically American business for men and women who not only wish to succeed, but who wish to make something worthwhile out of their lives.

For details about types of positions available in The Guardian Life, you are cordially invited to write The President

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Another community-service project that has been established this Summer is the new Sewing Clinic, which not only offers classwork for interested housewives, but also offers an appointment service for those women who wish to bring special sewing problems to the instructor who is in charge of the service.

Problems of the Survey

Despite the fact that the trends in our surveys indicate that the methods, scope, and organization of our surveys vary with the purpose, we find that the problems are the same. Therefore, these problems are summarized here with the hope that they will prove helpful to the reader in planning his surveys.

I. Purposes of the Survey

- (1) What are the *primary purposes* of the survey? Are you interested in estab-

lishing the need for training? Course content? Placement? Public relations?

- (2) What are the *secondary purposes* of the survey? Are you interested in job qualifications? Number employed? Yearly turn-over? Source of employment? Job opportunities? Years in service? Average age? Average salary? Number of concerns? Status of workers? Economic competency? Social competency? Cultural adequacy? Civic competency?

II. Scope of the Survey

- (1) What *territory* should you cover? Should you confine the territory covered to your community? Or should you cover the potential placement area?



THE NEW CANNING CENTER AT SAN FRANCISCO JUNIOR COLLEGE OFFERS MEMBERS OF THE COMMUNITY AN OPPORTUNITY TO PRESERVE THEIR FRUITS AND VEGETABLES

- (2) Which *industries* should be included? Are you confining your contacts to specific industries in the specific fields where you can make placements? Or do you want to include the related industries?
 - (3) Should you include a *follow-up study* as a part of the survey? If so, how are you going to select students for the study?
 - (4) Are you interested in an industrial survey only? Or are you interested in businesses and local organizations that employ personnel with *semi-professional training*? Are you including the social, cultural, and civic aspects?
- III. *Organization of the Survey*
- (1) Do you need a *consultant* to plan the survey for you? If so, where can you secure a consultant?
- (2) Who is to be the *director* of the survey? Is the survey large enough to warrant a director? Or will you (as an administrator or instructor) serve as the director and the survey committee?
 - (3) Who will serve on the *survey committee*? Who will co-operate with you and/or work with you on this survey? Will you have to do all of the work?
 - (4) Do you plan to have an *advisory committee* to assist you? If so, how are you going to select this committee?
 - (5) What provision can you make for the *finances* for this survey? Expenses for the consultant? Instructor-time? Secretarial assistance? Tabulating? Interviewing?
- IV. *Methods for the Survey*
- (1) Will the *questionnaire* method secure

Opportunity knocks once—every year!

Yes, opportunity knocks every year for the schools and students using the Curtis Vocational Training Plan.

For twenty-three years the Curtis Plan has been tuned to interests and needs of school and student.

Proof (if proof is needed) of the acceptance and merit of the Curtis Plan is evidenced by the fact that of the 8000 schools annually using the Plan, approximately 85% have used it for many years. Several

have just completed their twenty-third year.

These schools work with the Curtis Plan because:

- (1) It gives students actual business experience.
- (2) It gives selected students splendid training as leaders and executives.
- (3) It helps to crystallize school spirit.
- (4) It provides a considerable revenue with which the school may support worthwhile activities.

The Curtis Plan merits your consideration—we invite your investigation.

For complete details, no obligation of course, write

Director, Curtis Vocational Plan

Curtis Publishing Company

Independence Square, Philadelphia, Pa.

the information that you want? Or will this method give you only a "count of noses"?

- (2) How can you use the *personal-interview* method effectively? How many interviews must be made in order to secure valuable results? How should you choose the people to be interviewed? Who will do the interviewing? What plan have you developed for keeping a record of the information secured during the interviews?
- (3) Are you planning to use the *conference* method in contacting groups? Are you an effective conference leader? If not, can you secure the services of a good conference leader? Can you plan the conferences in advance so that you do not waste the time of the group? With whom will you conduct these conferences? Who will take the notes and write up the conferences?
- (4) Should you organize an *advisory committee* to assist you? What are the advantages of using an advisory committee for this survey? Would it "sell" your training program to industry and the community? Would it help in the placement? Whom should you select for your committee? Are you interested in "big names" for the committee? How should the committee be appointed officially? What plan can you devise for using this committee effectively?

V. Forms for the Survey

- (1) What *checklists* would be most effective? Can you develop an effective checklist to secure the information that you want? How should the checklist be tested? How can the checklist be used effectively, especially during an interview?

- (2) Do you feel that you must use *questionnaires* in securing some of your information? If so, how can you develop an effective questionnaire? Can you build an approach that will "sell" your questionnaire? How can you record an interview without filling in the checklist or questionnaire while you are talking to the person whom you are interviewing?
- (3) Have you planned effective *letters* of introduction and inquiry? Are they one-page, complete, and concise? Have they been signed by the "open-sesame" name?
- (4) What *charts* do you plan to use? Can you develop an effective graphic representation of your survey that you can use in "selling" your survey to the community and to the college? What charts will you use for tabulating the data?

VI. Interpretation of the Survey Data

- (1) Who is to be responsible for interpreting the data? The *consultant*? The *director*? The *survey committee*? The *advisory committee*?

VII. Publishing the Survey

- (1) What provision are you making for the *expenses* for the work and the supplies? Who will pay for the secretarial help? Who will provide the supplies?
- (2) Who will be responsible for the *writing*? Are you qualified to do the writing? If not, who is available for this work? Who will do the editing? Do you have someone, such as the Supervisor of Surveys, who will assume the entire responsibility for the publication of the survey?
- (3) In what *form* will the survey be avail-

able? Do you have facilities for printing it? Or will you mimeograph it?

- (4) How do you plan to make *copies* of the survey available to others? Can you afford to release copies free of charge? If not, what price should you charge?

VIII. Use of the Results of the Survey

- (1) Will the results serve as the basis for the *revision of courses*? How can the results be used for this purpose? Who will use them?
- (2) How can you use the results for the *establishment of curricula*? Course content? Instructional methods? Organization of the instructional material? Length of training? Selection of instructors?
- (3) How can you use the results for *placement* purposes? What is your plan for

this purpose? How can the advisory committee use the results for placement?

- (4) How can you use the results for establishing good *public relations*? What is your plan for publicizing the results in your community? How can you use the contacts that you have made during the survey for fostering good public relations between your college and the community?

Using the Survey in Post-War Training

In order to meet war-time training needs, San Francisco Junior College is encouraging its instructors to survey the community continuously to find additional opportunities for training and for community service. Besides this immediate use of the survey, however, we are looking forward to using the survey as an effective technique in planning our post-war

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metallurgists; engineers, lawyers, teachers, business
men; good citizens — men and women with the
knowledge, the vision, and the will to hold a worthy
purpose and to go ahead.

Write to the Registrar

THE UNIVERSITY OF PITTSBURGH

training. Dr. J. Paul Mohr, Registrar of the College, anticipates a large number of young men and women who will be interested in terminal-education training of two years (or less) that will prepare them for peace-time employment, in addition to the many young men and women who will come to our junior college to begin or to complete training preparatory to attending a four-year college or university. Thus, we must begin thinking in terms of planning training programs for rehabilitating young men who are returning from the service, giving additional technical training to young men who have received some specialized technical training in one of the services, training former war workers who wish to prepare for a peace-time job, and preparing high-school graduates for the period of increased industrial activity that is anticipated by many industrial leaders after the war—all with the emphasis on placement!



In 1787 Franklin and Marshall was chartered as an educational institution dedicated to "the preservation of the principles of the Christian religion and of our republican form of government."

In 1943 the college, still true to its purpose, is helping win both the war and the peace by educating, in its liberal tradition, officer candidates of the Navy and Marine Corps as well as civilian students.

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With this type of training for keen competition in the labor market, the importance of training for placement in a job and for successful personal living in the community will demand a continuous careful study of the changing needs of the community in order to do our part in establishing normal peace-time activities. Thus, the community survey will continue to serve us—in peace-time!

* * *

The publication containing the findings of this study and a detailed description of each of the surveys will not be available until 1944. However, the following list indicates each of the fields in which survey work has been done and the name of the instructor or adviser who was responsible for the survey listed. The Co-ordinator will send information about these surveys—as well as suggestions for survey methods, organization, and forms—to anyone who wishes to write for this information.

Advertising Art, William Eckert; Aircraft Industry, Phebe Ward; Banking, W. C. Marsh; Civil Service, Louis Conlan; Counseling Women War Workers, Phebe Ward; Floriculture and Horticulture, John Herman, Harry Nelson; Hotel and Restaurant Management, John Gifford, Hilda Watson; Household Employment, Frances Mount; In-service Training, Lloyd Luckmann; Insurance, W. C. Marsh, B. M. Gruwell (adviser); Job Opportunities for Older Women, Phebe Ward; Laboratory Operation, Arthur Furst, Jules Fraden; Manufacturing Industries, Manuel Jacobs; Paint Technology, Walter Forbes; Pre-induction Training, Edward Sandys; Retail Sales, Virginia Gohn; Secretarial and Stenographic Occupations, Margaret Flournoy; Shipbuilding, Phebe Ward, B. M. Gruwell (adviser).

PLANNING—FROM THE BOTTOM UP—FOR PEACE

M. B. FOLSOM, *Treasurer, Eastman Kodak Company*

Because of our conviction of the vital importance of adequate planning now, on the part of business and industry, for the post-war period, we are especially pleased to present the following which supplements and enlarges upon the propositions set forth in Mr. Walter Fuller's article in the May issue. Further information is here set forth concerning the Committee for Economic Development of which the author is a trustee and chairman of the field-development division. After securing his A.B. degree from the University of Georgia and his M.B.A. from Harvard Business School, Mr. Folsom became associated with Eastman Kodak Company, assuming his present position in 1935. He is now serving as a member of the Business Advisory Council for the Department of Commerce.



A GREAT experiment is under way. If it succeeds, America after the war will attain the widespread prosperity to which its natural resources, the ability of its people, and the development of its national life would seem to entitle our country. If it fails, the penalty, in terms of unemployment and economic stagnation, may be severe.

The experiment is something entirely new in the history of the world; in the history of a world that has always feared and expected—and got—disorganization and depression in the wake of war.

The experiment is planning: hard and careful thought in advance to forestall the confusion and unemployment previously brought about by the end of war production and the return of the men in military service to civil life. The aim is to bring to post-war America, instead, economic balance and a high level of employment.

"Planning," as a word, has assumed an unfavorable meaning. It has come to suggest collectivism, which is repugnant to America, and power centered in the hands of a small group of politico-economic adventurers. Such a meaning perverts a word that is truly descriptive of a function necessary to all endeavor.

The planning now being undertaken all over America is just the opposite of that concept.

It is planning from the bottom up rather than from the top down. It is planning at the roots of the American economy for the success of American economic life after the war.

The Goal and the Means

The basis of a successful economic life is very simple. Achieving it is less simple, and therein lies the post-war problem.

Demand for goods creates production of goods. Production creates employment. Employment—with more people earning more money—creates a greater demand . . . and a cycle of prosperity is established. That is the basis.

The problem is to start the cycle of civilian prosperity turning soon enough and strongly enough after the war ends to create adequate employment. Employment is the goal; production is the means.

Production is the function of America's industries, large and small, in large cities and small towns. It is therefore the nation's businesses—manufacturers and distributors of products, more than 150,000 of which each employs a minimum of nine persons—that hold the key to post-war success. It is these businesses which are the principals of the great experiment now going forward.

A reservoir of purchasing power is ready to flow into the economic machine when peace

comes, and those who have this money ready to spend will have many needs for things they have not been able to buy during the war: new homes, new home conveniences, new furniture, new automobiles, all the necessities and luxuries of life. The purchasing power has been dammed up, ready to flow into the economic stream as soon as the desired goods are available.

In the form of bank savings and war bonds, these individuals have accumulated unspent funds at a rate increasing rapidly in the past few years. In 1940, savings by individuals from their income during the year amounted to \$7,500,000,000. This year, 1943, it is estimated that individuals are putting away \$43,000,000,000. Similarly, businesses have built what reserves they could and will spend them for construction and machinery and equipment. There is no doubt that individual and industrial purchasing power lies ready and waiting to finance the large beginnings of peace-time production when the requirements of the war are at an end.

Maintaining a High Level of Employment

The accumulation of large funds ready for expenditure is highly favorable. It will work for us. A different factor will work against us: time. When most of the men in service have been demobilized and war production has ended—and no longer than two years can be assumed as a working period during which that transition will occur—America's businesses must be producing on such a scale as to provide the large measure of employment that is the goal.

In 1940, the last year of peace, 46,000,000 persons were gainfully employed in this country, of whom fewer than 600,000 were engaged in war production. . . . By the end of 1943, which will probably be the war peak, the number in war production will be close to 20,000,000; the number in civilian production

will have declined to about 33,000,000; and the number in the armed forces will probably be around 10,000,000. Thus the number employed altogether will be about 63,000,000, compared with 46,000,000 in 1940.

If in the post-war period we had to continue employment at the peak level, it would indeed be a tremendous task. Fortunately for these plans, many of the present working force will leave the labor market: the younger workers to return to school, the over-age workers to enjoy an overdue retirement, and many girls and married women to return to their home duties. We can also assume that the forty-hour week will become normal again, with the consequence of spreading among more people the work to be done.

Counting out the people who will voluntarily leave employment, and assuming that the armed forces will probably require 2,000,000 men, for some years, 9,000,000 more jobs will have to be provided than were available in 1940. That, statistically, is the goal of America's great experiment.

To be ready—in time—with the production that will meet the employment goal, businesses far and wide must make detailed plans now. This necessity will be a severe burden on managers of businesses already overstrained by the requirements of continued all-out war production . . . but thorough post-war planning must be done during the war if the experiment is to succeed.

What improvements in products and what new products can best be made by each business?

What new and what existing materials can best be used?

What new manufacturing methods and marketing methods should be adopted?

What individual increases in volume of production can be expected over pre-war volume?

How many people will be required for this production?

What training and retraining of people will be required?

These and many other questions pertaining to each business in every community must be examined in detail . . . and the answers must be ready when the war ends.

If the answers are ready and the thousands of businesses are ready to act upon them, the experiment will succeed and America will win the peace.

* * *

The Committee for Economic Development

Planning is always necessarily an important job in the management of businesses; but the widespread planning now necessary to meet a new set of circumstances and to meet them on a larger scale than ever before is not within the experience of many businesses, and especially of smaller businesses. Consequently, realizing the need of these businesses for stimulation and guidance, a group of men with extensive business backgrounds have formed an organization to fill these requirements. At the instigation of the Secretary of Commerce, Jesse Jones, the Committee for Economic Development was established in 1942 and is now vigorously in operation.

The Committee for Economic Development—commonly referred to as “the CED”—has

a board of trustees numbering eighteen. Because the promise of such an experiment depends in part upon the caliber of the men conducting it, a list of the names of the trustees might be appropriate here:

Paul Hoffman, president of the Studebaker Corporation, chairman;

William Benton, vice-president of the University of Chicago, vice-chairman;

Will Clayton, industrialist and merchant, Houston, Texas;

Chester C. Davis, president of the Federal Reserve Bank of St. Louis;

Ralph E. Flanders, president of the Jones & Lamson Machine Company;

Marion B. Folsom, treasurer of the Eastman Kodak Company;

Clarence Francis, president of the General Foods Corporation;

Lou Holland, president of the Holland Engraving Company;

Charles R. Hook, president of the American Rolling Mill Company;

Jay C. Hormel, president of the Geo. A. Hormel Company;

Reagan Houston, industrialist and merchant, San Antonio, Texas;

Eric A. Johnston, president of the Brown-
Johnston Company and president of the
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Harrison Jones, chairman of the board of the Coca-Cola Company;

Charles F. Kettering, vice-president of the General Motors Corporation;

Thomas B. McCabe, president of the Scott Paper Company;

Reuben B. Robertson, executive vice-president of the Champion Paper and Fibre Company;

Harry Scherman, president of the Book-of-the-Month Club;

John Stuart, chairman of the Quaker Oats Company.

All parts of the United States are represented among the trustees through the membership of at least one man from each Federal Reserve district.

The CED has an operating plan that is embodied in two main divisions: a research division and a field-development division. Because the experiment in planning for post-war prosperity will be assisted if it is understood by the largest possible number of Americans, I shall here describe the objectives of these two divisions of the CED and the means by which the objectives are being approached.

Research Division

The research division is concerned with the creation of an environment in the post-war period favorable to the expansion of business enterprise. With the general public welfare as the criterion, the Committee of Economic Development has sponsored studies of public policies and business policies from the viewpoint of their assistance to or their interference with a prosperous post-war economy. These studies are being conducted by a staff of able university economists, under the leadership of Professor Sumner Slichter, of Harvard University, and Dean Robert Calkins, of Columbia University, with Professor Theodore O. Yntema, of the University of Chicago, as research director.

The questions being studied by the economists cover a wide range of the post-war problems—in terms of general policies—of which the public is aware. The approach to these problems is one of reaching recommendations for changes, where such changes appear necessary, that would facilitate the growth of production and the creation of jobs.

Field-Development Division

The undertaking just described is that assigned to the research division. The field-development division has the responsibility of stimulating, encouraging, and helping individual enterprises to plan for the post-war period; the task that has been discussed at length earlier in this article.

The first specific duty of the field-development division is to assemble the most practical possible information for the use of businesses in their detailed post-war planning. The second duty is to distribute this information as widely as possible in the wake of the "missionary work" of showing the many thousands of businesses all over America the urgent importance of their individual planning.

It would be unworkable—and un-American—to undertake this job as a matter of edict and control from a central agency. Quite to the contrary, the CED is serving—in the function of its field-development division—simply as a starting point and a clearing house for the nation-wide effort involved: stimulus and information to the businesses, useful local findings back from the businesses, and then this information and more out to all businesses.

For the purposes of carrying the need for planning and the material for planning to the roots of the American industrial structure, the country has been divided into twelve regions, corresponding to the twelve Federal Reserve

districts. Each region has a chairman, whose duty is to spread the movement out through the districts in his region. Each district has a chairman, whose job similarly is to encourage organization of local committees in the individual communities.

On the local committees depends largely the success of the effort, for they will be in contact with the individual businesses that must be encouraged to plan for America's successful post-war future. Through the organization here described, data and guidance will become continuously available to the many thousands of individual businesses; but, in the end, what each business will be doing two years after the war and how many people each will employ to do it depends on the plans they make now. American post-war prosperity will be simply the sum of the work of individual businesses.

Rochester's Post-War Planning

The way the CED hopes to set existing forces in motion, rather than to rear an elaborate new structure, is illustrated in Rochester, New York. . . . Independently of the CED, the Council on Post-war Problems for the city and the county was organized nearly a year ago. This council has three committees, two of which, studying government organization and social organization from the

post-war viewpoint, have no immediate relationship to post-war economics.

A third committee of Rochester's Council on Post-war Problems did, however, bear on the job the CED had undertaken. This was the committee on economic organization. With the eager assent of all concerned, this existing committee became the Rochester local committee of the Committee for Economic Development. Its identity with the Post-war Council was retained. Its name has been changed to "the committee for economic development of the Council on Post-war Problems, Rochester and Monroe County," which shows the relationships involved.

The committee has three divisions, which existed before identification with the Committee for Economic Development. The organization of these divisions again shows how existing facilities can be used.

The action committee, with the duty of making personal contact with the larger Rochester businesses on the subject of post-war planning, consists of the Sales Managers' Club of the Rochester Chamber of Commerce, as a body.

The small-business division embodies the industrial-development committee of the Rochester Chamber of Commerce.

The research division incorporates the research committee of the Chamber of Commerce.

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PROFESSIONAL WOMEN MOVE WITH THE TIMES¹

JULIET O. BELL, PH.D., *National Board, Y. W. C. A.*

The following article discusses not only the present demand for the services of women in fields previously closed to them, but also ventures certain predictions with respect to the employment situation as it will affect women after the war.

WOMEN are feeling the impact of natural revolution. War, one of its important manifestations, quickens the rate of change and propels all, along untried ways. "Time Marches On!" for professional women as for others. New flyers, new leaflets from Washington and elsewhere display an imposing array of "new" occupations that are open to women in sciences, engineering and management. This professional array quickens the imagination and suggests new words and new ideas for women and new disciplines with which they are now to be tested. Opportunities of today may be projecting women into new roles of fashioning *with men* new tools that may influence the future American way of life.

Let us briefly take some bearings out of the recent past. According to a study made in 1942 by the American Council on Education, which reported data from 812 institutions of higher learning, of the 172,000 prospective graduates and post-graduates of last year, one-third were women. In the physical sciences men graduates outnumbered women 5 to 1; in management and administration the ratio was 6 to 1; in engineering it was 600 to 1.² Although various factors may contribute to the differences in the numbers of men and women who were prepared in our colleges a year ago for these professions, the differences are probably highly correlated with prospects for placement. The Census of Manufacturers in 1939 indicates that the ratio of men to women among the managerial, supervisory

and responsible professional and technical workers on the payrolls of manufacturing concerns, exclusive of the office force, was 23 to 1. When confronted with varied occupational barriers which affect demand, women, as in the case of other workers, tend to follow the channels that are open and that have appropriate remuneration, leaving to the few those lines into which employment mores have injected prejudice and limitation of choice.

Present Demands for Women

This is happening now.³ The once "sheltered" chemistry, sheltered largely from women, is now open for general admission to women. Possibly many of the side shows, as Grace Abbott once wrote concerning women in another connection, may still be tagged "for men only," but general admission is still important, especially when it marks reversal of entrenched custom. We are told that available professional personnel in chemistry is being "used up" and women are urged to enter this field. Logic of circumstances is causing women to be called into untried paths of chemistry.

Physics, the handmaiden of a technological culture, if one may be permitted to use so feminine a word to describe a profession which has been served so infrequently by women, must supply its depleted corps of professional workers from the ranks of women who are trained or who have aptitude for its work. Professional workers in the fields of ballistics, electronics, radio, electricity, sound, optics

¹The author's thanks are hereby given to the Womens Press, National Board, Y.W.C.A., 600 Lexington Avenue, New York, for permission to use material which appeared in an article by the author in the July-August, 1943, issue of the Press.

²C. S. Marsh, "Future Supply of Professionally Trained Manpower," *Monthly Labor Review*, August, 1942, page 250.

³Chief source for the facts here summarized concerning need for women in science, engineering and management is "Opportunities for College Women in Federal Government Service," Bulletin 50, *Higher Education and National Defense* (American Council on Education, March 23, 1943).



Courtesy Westinghouse Electric & Mfg. Co.

MISS RITA CARLIN, 21-YEAR-OLD GRADUATE OF HUNTER COLLEGE, INSPECTS A HIGH POWER RADIO TRANSMITTING TUBE AT THE WESTINGHOUSE LAMP DIVISION, WHERE SHE IS HELPING PRODUCE TUBES FOR THE ARMED FORCES. A PHYSICS MAJOR, MISS CARLIN IS THE FIRST GIRL TO BE HIRED FOR THIS TYPE OF WORK ON THE MANUFACTURING ENGINEERING STAFF

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and photo-elasticity are urgently needed. Some of these words are new to the ears of women, others enthrall as if with drama of true stories freshly told. All of them indicate fields in which women may be able to contribute to the war; some of them—electronics and radio—would seem to suggest the possibilities of future development and employment.

Engineering breaks its long-accustomed exclusion of women—the field that was so definitely a “man’s calling.” The branches of engineering that have critical shortages of personnel are aeronautical, chemical, communications, electrical, industrial, marine, material, mechanical, mining, sanitary and structural. In drafting, openings are available in various fields of specialization. Naval architecture (at least two women naval architects have recently been placed on the Pacific Coast) is in urgent need of professional workers. And so it goes in these “new” fields; women have at least general admission. One needs only to look back three short years to envisage the impact of natural revolution upon professional women.

Management and public administration also are expanding the horizon of professional women. Donald C. Stone, Assistant Director in charge of Administrative Management of the Bureau of the Budget, is quoted in Bulletin 50 of the *Higher Education and National Defense*, as saying: “The opportunity for a professional career in government administration is virtually unlimited. Government offers exceptional opportunities for administrative work in every field of endeavor imaginable.” Women as well as men are now sought to fill these administrative jobs. In the field of personnel administration professionally trained women are increasingly in demand as women

workers march by the million into the production line and there gain experience with lathe, wrench and welding torch.

We will look briefly at the record concerning other fields of work which do not so directly impinge upon war production. As Dr. Sara Jordan stated recently, “Women have greater opportunity, both in civilian practice and in industry and teaching, than they have previously had.”⁴ In a recent report it was stated that “The number of women applying for admission to medical schools in 1942 was the largest in the history of the schools, and was greater than in the preceding year by 25 percent.”⁵ Opportunities for women in nursing are too well known to be dwelt upon here. High administrative and teaching positions in nursing are increasing for women in the “upper brackets” of training. In education women hear themselves clamored for, but for the most part in classrooms; high administrative offices show familiar prejudices concerning women. But women seem not to hear nor to heed the clamor where clamor is; their ears are catching new sounds and calls.

It is unnecessary to include here all phases of professional activity to give a sense of fast-moving change for professional women in the present social scene. Possibly one should include the biological sciences and their applied correlates in the fields of health, public health and nutrition. These have afforded women in the past some of their best opportunities to contribute to the good things of life. Still more women are necessary in these fields to meet the needs of war and civilian life. The psychological and social sciences also offer evidence of expanding opportunities for women in the professions. These include among others economics, behavior of children of all ages especially as they are affected by present stresses, guidance and counseling of

⁴Sara Jordan, “Women in Medicine,” reported in *War Demands for Trained Personnel* (Institute of Women’s Professional Relations, New London, Connecticut, 1942), page 50.

⁵“Higher Education and the War,” *Education for Victory*, U. S. Office of Education, Washington, D. C., July 1, 1943.



Courtesy Westinghouse Electric & Mfg. Co.

MISS GALINA MOUROMSEFF, BACTERIOLOGIST, IS SHOWN REMOVING A RACK OF VIRUS TUBES IN PREPARATION FOR AN ULTRAVIOLET EXPOSURE

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Response of Women

Let us look at the response of women to professional and technical job opportunities when barriers of prejudice are lowered and vocational opportunities are opened. Under the stimulus of the Engineering, Science and Management War Training of the Office of Education, through which the government has provided for the professional training of men and of women, the number of women who have taken advantage of these training opportunities has risen, according to official information given by an official correspondent, from 811 in 1940 to about 79,000 in the current program of E.S.M.W.T. as of the end of February, 1943. To date, roughly 118,000 women have availed themselves of these opportunities. In 1940 the ratio of men to women in these classes was about 148 to 1; in February, 1943, it was about 4 to 1. Not nearly enough women have responded to meet the needs in these professional occupations. But they are on the move now that opportunities are open.

Choices of women who are enrolled in this technical training program are as follows: about 21 per cent have "gone in for" engineering and drawing courses; 12 per cent for accounting; 9 per cent for aeronautical engineering; 9 per cent for personnel administration; 8 per cent for precision inspection and testing; about 6 per cent for electrical communications; 4 per cent for surveying and map-making and about 2 per cent each for office management, industrial organization and analytical chemistry.

Women are waiting to accept the test of occupations involving the disciplines of sciences and of other professions as indicated by

information received recently from an official of the National Roster of Scientific and Specialized Personnel. It was stated in a recent letter that "a tabulation of Roster registrants as of November 1, 1942, reveals that there were 20,880 women included in the Roster in approximately 57 scientific, technical and professional fields. This number was approximately 8½ per cent of the total registration. As of May 12, 1943, the total Roster registration was increased to 713,319, as against 259,553 on November 1, 1942." The writer of the letter estimated that women registrants had increased to possibly 12 to 15 per cent of the total registration as of May 12, 1943.

As shown by the response above of women who were already trained, many seemed to have sought at least general admission into the professions and management even before the present war forced the locks of doors which resisted women's attempts at entry. These are the goodly pioneers who are the flying wedge of a numerous company which will make up the force of professional women of tomorrow.

Counseling and Placement of Professional Women

Before casting our eyes toward the future for perspective on counseling and placement of professional women, let us sketch in broad outlines a summary derived from the piling up of evidence above concerning the new out-

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reach of women in the professions. Numerous women are being tested by disciplines of science and management which are new to them. The numbers involved are arresting. Professions which have been friendly to women and even those which have been pre-empted by women, such as the biological, psychological and health sciences, are stretching the occupational horizons of women with new opportunities for them. Teaching professions which have been overtly or tacitly considered "women's callings" offer no new challenge to women; there are no new testings and no new disciplines there for women. High administrative posts and remunerative openings there are still not for women; women are by-passing education for new fields which offer greater opportunities to them and which certify for them a new status in the world, at least for the present.

What the ways of the new world will be for women it is not vouchsafed to anyone to know. But the present and the past offer some clues. Some of these clues may indicate kinds of help professional women may expect from those who counsel and who undertake to place them. Many women who have entered professions in response to the urgent demands of war will doubtless seek to follow exclusively the familiar ways of home, others the safety of traditional work ways. Many others will seek to follow the ways of the new work world and will choose to go forward along lines of recently acquired methods of work. Some will doubtless find ways of combining the accustomed role of women in homes and the newer role of women in the professions. During the early years of the post-war period there will probably be a resurgence of the easy solution of economics found in the trite efforts to relegate women to the home. Our recent past shows that some states even resorted unabashedly to class legislation aimed against employment of married women. This may

recur if times are difficult. But despite natural and enforced return to homes among professional women, innumerable women will probably remain in the professions and innumerable others will probably seek in the future to enter through these recently opened doors. This was the pattern of women after the last war. Occupations which were opened to women during the war lost many who wished, for various reasons, to return to their homes. But occupations which were once opened to women continued to include them; some continued to include them in considerable numbers, office and clerical occupations being outstanding examples of such occupations. As women are given opportunities to follow varied careers, they tend to disprove the false heralds that they have limited predictions in the work world. They seek all channels to make their proper contribution to society alongside men who work and strive.

Not only are women's so-called predispositions undergoing changes in these present times, as for example, their by-passing of educational posts, but employer prejudices are receiving some new perspective on the employment of women even in fields where employer resistance has been highly persistent. This "new perspective" has been enforced by circumstances in some instances and the old resistance to women in the professions may return when times are less urgent. But the chances are that the resistance will not be adamant as in the past, at least not with all the individuals concerned.

With outlook favoring an increase in professional opportunities for women over and above those of pre-war days both as to variety of opportunities and number of placement possibilities, a needed change would seem to be indicated on the part of those who give counsel to and who seek placement for women in the future. In the first place, there should be a questioning attitude as to the occupations that

have seemed to be earmarked for "men only." Women are proving their abilities. It is recognized that not all women will be successful—not all of any one kind of individuals are successful, but their successes in present new fields are a matter of public record. Counselors and placement workers cannot fall into the too-easy attitude that occupations are earmarked for men only or for women only.

The education of employers has been held by most counselors and by placement workers as a proper function of theirs. In actual practice this would seem to be a propitious time to evaluate the techniques which have been used to educate employers concerning the value of women's services in fields customarily considered for "men only," that is, in those situations where such efforts have been made. Where they have not been made and where the *status quo* has been taken to be the one

measure of what should be, it is recommended that employer personnel be acquainted with the successful functioning of women in professional positions. The logic of events is a present aid, but circumstances need the help of judicious planning and skill of effort.

A new philosophy of work for men and women may be one of the fruits of the present conflict—that work is a way of life and not a matter of getting and keeping jobs. This latter point of view has for too long a time been the flickering torch which has lighted our stumbling way. Only when all able persons in a society take their rightful part in cooperative enterprises can the society enjoy full health and vigor. Competition which is unhampered brings release of effort and newness of living and work. Professional women now stand at the beginning of a freer competition.

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PROBLEMS IN TEACHER EDUCATION GROWING OUT OF THE WORLD CRISIS



T. E. McMULLIN, *Assistant Professor of Education, University of Pennsylvania*

The following provocative article discusses not only the current problems in teacher education which have been brought about by the war, but also their implications in the post-war years. The writer received his educational training at Kentucky Wesleyan College, Columbia University and the University of Kentucky. For several years he taught courses in Education and was Dean of Men at Kentucky Wesleyan. Since 1937 Dr. McMullin has been Assistant Professor of Education at the University of Pennsylvania, and since 1938 Secretary of the Personal Committee of the School of Education.

THE name of almost any area of human activity could be substituted for the term Teacher Education in the above title and a significant article written under the new title. This is another way of giving recognition to the fact that practically every phase of human endeavor is being profoundly affected by the present world crisis and every area of human activity is faced with problems. The present war is called "global" because it affects the whole world—it is called "total" because it affects the whole life of man.

The field of education is being affected in many ways. The elementary schools are selling war bonds and stamps, collecting scrap, conserving materials, registering the men of draft age, and filling in the blanks on ration book covers—all in addition to performing those other tasks which, four years ago, were elementary education. The secondary schools are doing all of these things, and they have the added problems involved in wide curricular modifications, sharp changes in emphasis, victory corps activities, and the loss of an appreciable number of their older boys and some of their older girls to industry and to military service,

The colleges and universities are experiencing the greatest change and the greatest num-

ber of problems. New courses are being added, new methods are being employed, old traditions are being neglected, faculty members are teaching in areas new to them, and the college calendar has been shifted to conform to army or navy requirements. New minds and new men are on the campus. Ivory towers are being converted into barracks, and the ivy flutters in a breeze carrying the strains of a marching song and the rhythm of marching feet.

Teacher education institutions are having problems, too. As colleges, or divisions of universities, they have faced most or all of the problems found in colleges and universities generally. Their attempts at solution of their immediate problems have been, like those of most institutions, based largely on expediency. What they have done has been determined often by what they *could do*. They, like all our educational institutions, have been anxious to help—sometimes overanxious, perhaps. Teacher education institutions have accelerated, converted, revised, or "retooled" their programs, as the need seemed to demand.

In any consideration of educational problems growing out of the world crisis, one important fact should be borne in mind—the



Photo by U. S. Office of Education

A GROUP RECEIVING ELEMENTARY EDUCATION

solution of an educational problem has more far-reaching effects than the solutions of most other types of problems. Things done in education are never undone—they may be counteracted to a greater or lesser degree, but they are never undone. They survive in the living, growing products of education—citizens. In the field of teacher education, it is doubly important that this be remembered. Some of the products of the solutions to problems in teacher education today will be *teaching* boys and girls in American schools for the next four decades or longer.

Teacher Shortage

One of the most obvious problems connected with teacher education today is the teacher

shortage. Reliable figures for wide areas are difficult to obtain, but it is patent that there is concern over this problem in every section of the nation. Certain areas in the Southwest have been hardest hit. Scores of rural schools have closed for lack of teachers. With the approach of the time for schools to open in the Fall, it is expected that failures of schools to open will be reported from all sections of the country. This is particularly true of many small high schools. The erstwhile teachers have gone into the military services (men's or women's branches), have been attracted by high wages in industry, or have accepted a better position at a higher salary in some larger school system. The immediate task before teacher education institutions is that of

doing all in their power to retain their present students who are tempted to drop out to take lucrative jobs. These students can be reminded that, soon after the war is over, there will probably be a considerable rush back into the teaching field, and that those teachers who have had sound training and who are *in* will be in the most favorable position.

Another task before the teacher education institution is that of recruiting desirable candidates from high schools for purposes of teacher education. This action, of course, would not bear fruit for three or four years, and it is hoped that the acute shortage will have passed by that time. The plan, however, has much merit as a permanent plan. The matter of the number of *good teachers* is always important. It should be noted that real progress was beginning to be made, prior to the war, in attracting, selecting, and educating superior young people for the teaching profession. It is a hope of the nation that this beginning of progress will not become a war casualty.

Prior to the war, some progress was also being made in preventing further "effeminization of American education." Young men in appreciable numbers were entering the field of education to make it a life's profession and this trend had the approval of most of the educators of the nation. One problem in teacher education institutions today is the noticeable lack of men—especially in the junior and senior classes. The teacher institutions and the whole field of education should make a conscious effort to attract capable men into teaching, lest a serious "gap" of few men teachers be created now which will require forty or fifty years to "grow out."

Wartime Importance of Teaching

One of the larger, but less tangible problems of teacher education is that of morale. There is a feeling among teachers—and it is

very widespread—that teaching is not quite important in the midst of the great and impressive things that are happening. These teachers want to serve their country in the best way possible, but tend to think of patriotic service only in terms of military service or working in a defense plant. For some of these teachers the best course of action is to go into some branch of the military service, or to make available to the nation certain special skills which they may have, by going into some vital war industry. But it would be disastrous to the nation for a fourth or a third of its teachers to leave their posts at once—as disastrous as a military defeat. Teachers, student teachers, and the nation at large should realize the truth of Burke's statement that "Education is the chief defense of nations." If this is true of nations in general, it is doubly true of a nation which calls itself a democracy. A democracy must honor those who guide its young. Teacher education institutions might well increase their emphasis upon this point, in an effort to improve teacher morale in the present emergency.

In-Service Education for Teachers

Another large problem concerns in-service education for teachers. Within recent years, American teachers and school administrators have begun to realize the possibilities of growth in service. This growth in service has involved two types of teacher education: (1) attendance upon college and university summer sessions and part time or extension classes, and (2) improvement within the school staff through conferences, discussion groups, and a vitalized supervisory program. The present emergency is interfering with both of these types of professional growth. A certain disruption of this in-service growth is unavoidable, and not all aspects of the situation are undesirable. A few of the newer types of experiences which teachers are hav-

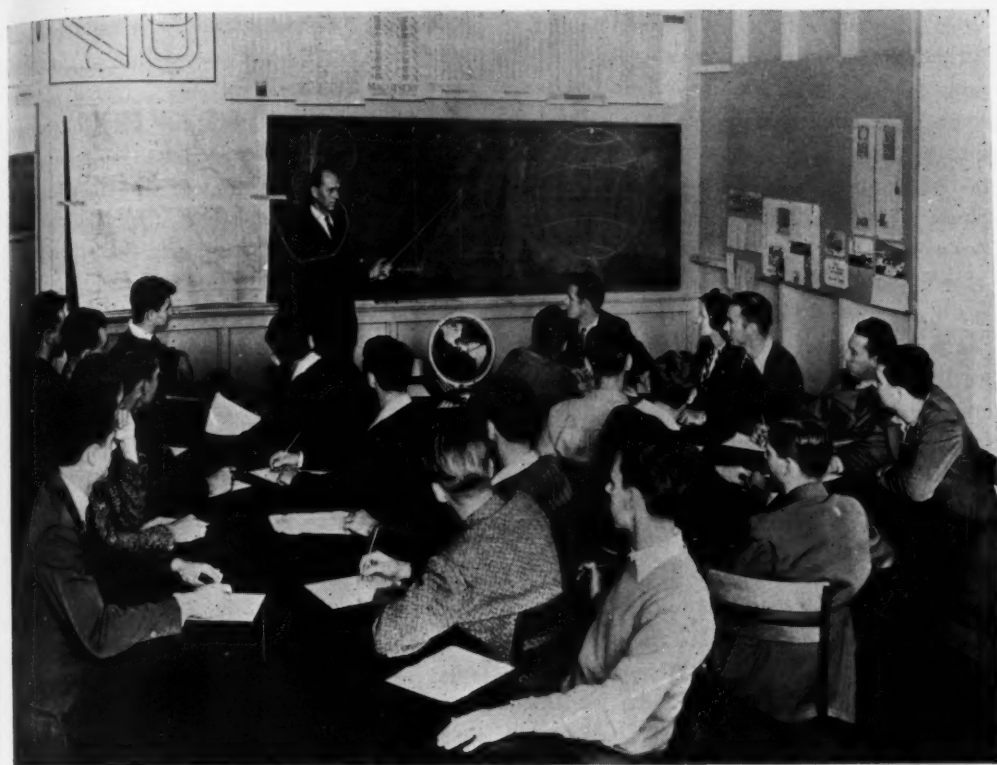


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A CLASS IN AVIATION NAVIGATION

ing are promoting growth and are eminently worthwhile. Many teachers have grown in their understanding of pupils, parents and communities and in their understanding of their own competencies through such activities as registering draftees, handling applications for ration books, directing scrap drives, selling war bonds and stamps, cooperating in Red Cross activities, and sponsoring victory corps activities. An appreciable number of teachers have profited professionally from farm corps activities or from working on a half shift in some vital defense plant. Another large group of teachers have taken jobs through the vacation period. Some of these experiences have broadened the teachers' understandings and deepened their appreciations, and will make them better teachers in

the succeeding school terms. With all the advantages recognized, however, there are still serious losses to in-service professional growth. It is the problem of all those interested in teacher education to compensate for these losses by exploiting to as great a degree as possible all those experiences which are expected to promote professional growth within the teaching service. It is the problem of all those interested in American education to work for teacher salary schedules which will allow teachers to maintain an adequate standard of living and also be able to improve continually in their profession through the various kinds of in-service education.

There is a special problem of in-service education which is also being felt. This is the problem of reorienting the teacher who, after

years of absence from the classroom, has returned to teaching as a means of rendering an urgently needed service. This teacher is likely to be a married woman or a widow who quit teaching a few years ago, not expecting to re-enter the field. With teaching positions plentiful and with the general pressure for "everybody in a job," this housewife has dusted off her old life certificate or has done a small amount of work for a renewal and has begun teaching again. Doubtless, there is a wealth of teaching talent among these teachers, but most of them need definite help in offsetting the effects of a long period away from the teacher's labors and in catching up with the philosophy and practices in education which, it may be hoped, have moved far within the past decade. These returning teachers might be helped most, not by being required to take one or two "regular" courses in a teacher education institution, but by having a course designed especially for them. This course should be a broad integrated course relating all phases of the level of education in which the service is to be rendered, and emphasizing especially the more recent developments in educational thinking and practice. Of course, school administration and supervisors have a major responsibility in this reorientation problem. It is their duty to provide those phases of guidance and supervision which will constitute the in-service education for these "re-enlistments" during their first months on the job.

Effect of Acceleration

It appears to be typical of American institutions of higher education in 1943 to be providing some amount of special training for one or more branches of the armed forces. Teacher education institutions are cooperating in these programs, too. This is as it should be, but it is no secret that the task of working out the details of these programs has caused many educator heads to ache. The

academic year may have been changed, holidays cancelled, vacations shifted or cancelled, curricula revised, courses created, faculty members changed from one field to another, and most of the male students put into uniform. Students in the teacher education curriculum are influenced by the whole change in tempo and atmosphere thus produced. What is more important, they are influenced by the evidences of vast changes in basic values held by the institution and by its personnel. For good or ill, these changes are helping to shape the philosophies and practices of a wave of teachers which will start in at the bottom of the profession and will be almost half a century in working its way out via the retirement route. Some of the changes forced upon the teacher education institutions are beneficial, no doubt. Certain undesirable crystallizations of practice are being broken up. Certain wasteful subject materials are not standing up under this "trial by fire." Many students—it is reasonable to believe—are realizing their capabilities to a fuller extent than they would have done under pre-war conditions. All this is to the good.

There are implications of other factors at work, however. It is appropriate to raise the question whether these experiences are the best for equipping post-war teachers for guiding post-war youth in the ways of peace-time democratic living. The present environment of teachers in preparation could not well be changed completely and possibly *should not* be changed too greatly, with conditions in other phases of education being what they are. But this is true: it is a responsibility of teacher education institutions to develop in the prospective teachers within their walls a philosophy of education—a frame of reference for their thinking and their teaching—which will span the emergency period. Teacher education is now producing teachers, many of whom will teach for forty years, and many of *their* pupils will live well into the twenty-first

century. It is a responsibility of teacher education to look to the future, in spite of all exigencies of the present.

Some of the problems resulting from the emergency-born programs of acceleration have been implied in preceding paragraphs, but this additional thing should be pointed out. Those teacher education students who accelerate their programs to the fullest extent will become eligible for teaching about one year earlier than they would have under normal conditions. They will indeed be young teachers. They will lack one year of maturation which they otherwise would have had. An additional year of growth and experience at age twenty or twenty-one is recognized as being of great importance to the young teacher. There are some who hold that the increased responsibilities which are being placed upon the youth of the present period are causing them to approach intellectual and social maturity more rapidly than did their older brothers and sisters who reached young manhood and young womanhood during the depressing decade of the thirties. Undoubtedly, there is truth in this assumption. Still, it is a responsibility of teacher education to provide in every way possible for the needs of this younger beginning teacher and to try to compensate for whatever lack of maturity the accelerated student may have. Two specific suggestions are made: the use of teaching methods which allow for greater independence of thought and action, and the provision of a guidance program which has for its chief objective the cultivation of the ability to make wise decisions.

One specific problem which results from acceleration and from the many changes growing out of the emergency is found in those teacher education institutions which depend upon public school systems for providing facilities for observation and student teaching. Both parties have made considerable changes and shifts in their programs, and often in such

a way as to throw out of gear completely all the fine plans for coordination which had been worked out over a period of years. The result is that student teaching is having to be conducted on a rather haphazard basis at present in many institutions. An alert, full-time supervisor of observation and student teaching is needed to solve the problems in each such college-public school relationship.

Problems of Post-War Admission Requirements

There is a very important problem which will soon confront teacher education institutions as well as other colleges and universities. That is the problem of admission requirements. It is to be expected that immediately after the war many ex-soldiers and defense plant workers, who in their high school years did not expect to attend college, will be given the opportunity. The ex-soldiers will be aided by the government and the defense workers will have saved some money. These applicants will not have met the present admission requirements. Almost certainly, great pressure will be brought to bear upon the higher institutions to change their admission requirements radically. The question will be "not whether, but how much?" Cooperative planning among the colleges and universities should result in the wise handling of this problem when it arises.

Charles S. Leopold
Engineer

213 South Broad Street
Philadelphia

Another problem, closely related to the above, is that concerning the allowing of educational credit for military experience to our returned soldiers and sailors. Immediately after World War I colleges and universities tended to grant greater or lesser amounts of blanket credit for military experience. There have already been many expressions of opposition to this sort of practice for the coming post-war period. However, some credit will be granted for certain specialized types of training which the service men are receiving—especially such types as are afforded by the United States Armed Forces Institute. The American Council on Education and representatives of regional accrediting associations have already begun a study of this question, and the Council has issued a pamphlet entitled *Sound Educational Credit for Military Experience*. Proposals are made which, if followed by colleges and universities generally, should solve many phases of the problem. Already, there is a problem of admitting and providing further education for those partially disabled service men who have been dismissed from active service and returned to civilian life.

Another important consideration in connection with the admission of ex-service men to teacher education institutions is the question of whether certain war experiences make the men more, or less, effective as teacher personalities. On the positive side it is apparent that the extensive experiences and broad travel, which most will have had, should help them in developing into more interesting and inspiring teachers. On the other hand, many ex-service men will have had certain intense and unfortunate experiences which would render their personalities less desirable, or unfit for contact with youth. The personnel officers and others responsible for selecting students for teacher education institutions will have a most important job to perform in this area in the post-war period.

Emphases in Post-War Teaching

An important responsibility confronting any teacher education institution in this period of crisis is that of carefully looking after the mental health of its students, and the mental hygiene factors in its total environment. The institution must not only strive to develop teachers who are mentally healthy, but it must so thoroughly ground these students in the fundamentals of mental hygiene that they in turn will be able to make positive contributions to the mental health of their pupils in the schools. The pressures of the post-war period will be different from those of the present period, but there will be need for all the constructive work which teacher education can do in advance, in the area of mental hygiene.

All portents indicate that in the post-war period there will be greater emphasis on the social studies and the study of human relations. If this be true, then one of the outstanding problems of present teacher education is that of giving to its students the techniques of awakening in the pupils of our schools a social consciousness and an interest in human relationships. Teacher education cannot blithely assume that knowledge about human relationships will suffice. In this area, more than in almost any other, attitudes are of paramount importance. Teacher education must strive to educate the attitudes and emotions, and also to pass on the techniques for educating the attitudes and emotions. With an increased emphasis upon broad thinking, discussion, socialization, and pupil activities in classroom procedures, it becomes a real question as to whether higher institutions and especially those which educate teachers can afford to continue their extensive use of the lecture method in educating their own students. The colleges and universities responsible for teacher training would do well to follow the lead of progressive elementary and secondary schools in adapting the

educational processes more nearly to the needs and abilities of individual students. Almost certainly the whole American educational system, from the kindergarten through the graduate school, will be different after the war. The teacher education institution will be doubly affected by these changes. As a branch of higher education it will need to meet the new requirements of post-war young people, and as the preparer of teachers of post-war youth it must keep alert to all changes which are taking place and must continually look into the future as far as it can see and make appropriate provisions for what is to come.

There are certain other problems which will confront the classroom teachers of a few years hence and, therefore are problems for teacher education today—if the teacher education institutions are awake to them. One of these will be the need for broader knowledge of world information which classroom teachers of a decade hence will need to have. Teachers of the nation will soon have an appreciable number of boys and girls in their classrooms who will be able to say with considerable enthusiasm and some authority, "My daddy says, that in Tunisia . . . etc., etc.", and other pupils will bring to bear upon the discussion similar comments in reference to Australia, Italy, or almost any other part of the world. The teachers of these boys and girls will have to be alert. It is a problem of

teacher education to prepare teachers who can recognize in these episodes the finest opportunities for promoting really educative experiences. These situations will abound in all areas of study, and elementary teachers and high school teachers must be prepared to meet them.

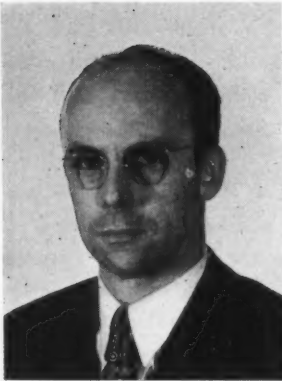
Following the first World War there was in American high schools and colleges a period described as the period of flaming youth. The post adolescents of the twenties were considered a wild generation. It is a problem of teachers today to consider whether this war will be followed by a similiar fling. There are many reasons to indicate that it will unless definite planning is begun now to utilize in a desirable way the great energies of post-adolescent young people which will suddenly be released as soon as the war is over. This is a job for American society as a whole, but the leaders in the attack on the problem should be school teachers. It is a problem of teacher education to work now to prepare its students as competent workers with this post-war problem which almost certainly will arise.

The present crisis and the "look ahead" both should impress upon all who are sensitive to the situation that the really great problem—the all inclusive problem—of teacher education is to give to its students the techniques of teaching and the techniques of showing immature human beings how to live and work together with success.

Philadelphia Electric Company

BUY U. S. WAR STAMPS AND BONDS

THE INDUSTRIAL USE OF PHYSICALLY HANDICAPPED WORKERS



DWIGHT L. PALMER, *Manager, Industrial Relations Research,
Lockheed Aircraft Corporation*

Particularly thought-provoking are the implications in the following article, especially with respect to the place which industry must make ready for physically handicapped veterans who are returning from service in increasing numbers. A graduate of Pomona College, the author received his Ph.D. from Stanford University and did post-doctoral study of research methods in England and Geneva, Switzerland. Before assuming his present position in 1942, Dr. Palmer served as Economist for the National Longshoremen's Board, San Francisco; Assistant Professor of Economics and Industrial Relations, Massachusetts Institute of Technology; and as Consultant for the National Resources Planning Board.

IT IS an old, old adage that necessity is the mother of invention. People as individuals are frequently faced with necessities which virtually force changes in methods or points of view. But people as a nation must be faced with something as drastic as war before they, as a group, will make a distinct departure from their accepted patterns of thinking.

For centuries we have nurtured a concept of the industrial worker as an able-bodied adult male. Now, as the necessities of war force upon us new and different problems, and as the supply of able-bodied adult males becomes more and more inadequate to the task ahead, we have come to accept (for the time being, at least) the industrial use of minority groups such as women, young boys, and the physically-handicapped. The latter group has met with the strongest resistance—virtually a stone wall of fear and ignorance.

Almost no one in industry would refuse to hire a worker who might be called "mentally handicapped." Everyone recognizes that there are varying levels of intelligence and that it would be impractical to refuse to hire anyone without a high I. Q. At the same time, few industrialists would even think of hiring a person who was thoroughly incapable mentally. However, there has been no universal

attempt to make a parallel distinction among persons who are *physically* handicapped. Just such a change in thinking is necessary if industry is to make full use of the physically handicapped.

In the past many companies have had on their payrolls a few physically handicapped people, but these were generally employees who had become handicapped after long and successful employment with the firm itself. Often these people were retained not because of their usefulness to the company, but because the employer felt sorry for them. Such a situation could only be distasteful to both employer and employee. The present situation demands that industry stop thinking of the physically handicapped as charity cases and start thinking of them as badly-needed, useful members of the work force.

This change can be brought about only if management understands clearly the nature and scope of the problems to be encountered. First, the term "physical handicap" should be defined as any physical deficiency, peculiarity or impairment which presents a problem in matching people and jobs. It is important in the industrial area to restrict our efforts to the physical disabilities of a fixed and not progressive type; otherwise, proper controls



EDWARD C. WILLIAMS (LEFT) AND CHARLES A. KIME ARE DETAIL ASSEMBLERS AT LOCKHEED, ALTHOUGH BOTH ARE SIGHTLESS

cannot be exercised. The greatest difficulty in using handicapped workers has been management's lack of knowledge of where to place them. This lack of knowledge assumes even greater importance when we consider the large number of physically handicapped men soon to return from the fighting fronts (and this movement has already started) to whom we wish to offer the maximum opportunity to become once more an integral and useful part of our labor force. In addition, there are in the United States approximately 23,000,000 persons between the ages of 15 and 64 who have some physical handicap. It has been estimated that well over one-fourth of this group are employable; many of them have

skills that are urgently needed, and others can be trained. Intelligently recruited and properly placed, they can become a valuable part of our labor force, contributing their share to the achievement of victory.

Although full-scale programs for the utilization of the physically handicapped have only rarely been attempted, much valuable work along this line has already been done. Rehabilitation headquarters in various states such as California, Connecticut, and Wisconsin have made considerable progress in the training and rehabilitation of the physically handicapped. In many cases the physical disabilities have been shown to be assets. For example, a totally deaf person can work with

high effectiveness on the speed hammer, a machine which is so terrifically noisy that it is very hard on people with normal hearing. The totally blind have proved to be especially good in repetitive work and in jobs which require manual inspection. Experience at Eastman Kodak Company has shown that the totally blind make excellent workers for jobs which must be done all day long in the dark room; in this case, morale among the blind workers is extremely high, and they suffer from no neurotic tendencies which may develop in normally-sighted people who work constantly in the dark.

These examples are but a few of the many which may be drawn from a carefully developed program for the industrial use of physically handicapped persons. The success of the program depends upon management's giving special attention to three already-familiar factors: job analysis, medical provisions, and safety provisions. A brief review of the experience of Lockheed and Vega Aircraft Corporations in carrying out a program embodying these elements will serve to exemplify many of the problems which confront any company which seeks to utilize the services of the physically handicapped.

Job Analysis Program

In the utilization of the physically handicapped, two important questions must be kept in mind: (1) Can the handicapped person do the job? (2) In the performance of the job will he be a hazard to himself or to others? Research has shown that the physically handicapped can do many types of work effectively, and the occupational horizon for these workers is gradually being broadened through an intensive and carefully executed job analysis program. The jobs are examined in terms of the usual factors of selection such as skill, aptitude and experience; in addition, a detailed analysis is made of the physical demands

of the job and the conditions under which the worker must operate.

The first phase of this program at Lockheed and Vega consisted of extensive research in the field of jobs being performed successfully by physically handicapped workers in other companies, both here and abroad. This served as basic material from which was developed a list of factory jobs at our own companies which might be performed safely and effectively by such workers. The proposed list was then presented to the Medical Division, the Safety Engineer's Office, and the Works Manager's Office (line supervision). These three groups served as controls and were asked to approve or reject each factory job for each of the eleven standard disabilities established by the United States Employment Service. A job vetoed by any one of the three groups was automatically eliminated. From this review by the three controlling groups there was developed a final list of jobs suitable for the physically handicapped.

With this "Approved List of Factory Jobs for the Physically Handicapped" as a guide, Lockheed and Vega have already hired a large number of these workers. A system has been devised whereby it is possible to place them effectively and safely with a minimum number of transfers.

One interviewer does all the hiring and placing of the physically handicapped. Using the approved list of jobs, he has little difficulty in fitting the specific handicapped person to the job. However, persons with identical handicaps may have widely varying physical capacities, and therefore consideration must be given to all types of physical factors which limit the capacities of the individual workman.

Medical Provisions

The assistance of the Medical Department is of real importance. A classification has

been developed whereby physically handicapped persons are grouped according to what they may do and what they must avoid. Certain basic facts regarding the placement of these people have been determined. For example, in the use of the totally blind, the worker should not be placed in jobs which require the use of power machinery or in jobs which require moving from place to place. People with monocular vision (one eye) should not be placed in jobs which require depth perception or the use of machinery or scaffolding. Also, they should not be placed in jobs in which they run the risk of injury to the other eye.

It has been found that the use of the deaf creates new placement problems because of variations in the degree or the type of deafness. Although the totally deaf person can work in noisy areas, the partially deaf person must be kept in areas which are almost entirely free from excessive noise and vibration. The deaf mutes create problems which are largely those of social rather than occupational adjustment. Research has shown that these people are not infrequently temperamentally unstable because of their inability or extreme difficulty in communicating with normal workers. From a safety angle, they must not be placed near moving machinery (overhead or rolling equipment).

People with heart trouble may be used for quiet work. However, they must always be under class supervision of the Medical Department, for periodic examinations are necessary. People with tuberculosis and other respiratory disorders must be kept from jobs in which dust or fumes are present, and which are likely to cause fatigue or strain because of speed, monotony, vibration, or intensity.

Among the orthopedic handicaps, arm and hand disabilities constitute a more serious placement problem than do defects of the lower extremities. However, the modern im-



AN AIRCRAFT FACTORY WORKER

provements in orthopedic appliances are of great help in increasing the complexity of jobs which these people also can do. If the handicap makes it difficult for the employee to get around, he should be placed on the first floor as near an exit as possible in case of air raids and fires.

Safety Provisions

As an additional safeguard for the physically handicapped worker, after he has been matched with one of the approved jobs for his type of physical disability, he is issued an identification badge with a black dot on it to serve as a notice to the department manager, foreman, or supervisor, that the worker is not to be transferred from the job to which he has been originally assigned without the full approval of the Medical Division, the Safety Division, and Personnel Division. In this way proper placement may be insured continuously. The specific reason for the black dot (i.e., the man's disability) remains as confi-

dential information shared only by the worker and the Medical, Supervisory, and Personnel groups.

Conclusions

One of the greatest obstacles to the full utilization of physically handicapped workers is the problem of eradicating line supervision's prejudiced and mistaken impressions about these workers as a source of labor supply. Because of our careful program for placement and protection of the physically handicapped workers we have experienced a steady increase in the number of these workers who were accepted for employment by line supervision. Already, several returned veterans who have lost an arm or leg are again employed gainfully and usefully because we have learned in the past several months how to effect the proper placement and supervision of these employees.

On the basis of our experience at Lockheed and Vega we feel that we can draw the following conclusions as to the industrial use of the physically handicapped:

1. They offer a positive and vital source of additional labor supply.
2. A surprisingly large number of workers can be replaced by physically handicapped with a minimum loss of efficiency and a minimum risk of industrial accident.
3. In the selection of jobs which these

people can fill most advantageously, the Medical Department, the Safety Engineer, and line supervision must work in close conjunction.

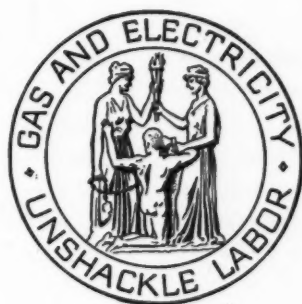
4. As an implement to their joint decision, the functions of the Personnel Department are also critically important. For example, job analysis, recruitment, training, placement, upgrading, transfer, and the education of minor supervision are all integrally linked with the success of the program.
5. Under a carefully developed program, there are real *gains* to be made from the employment of these people:
 - a. Some of them are skilled and have expert job knowledge.
 - b. They are not vulnerable to the draft.
 - c. Their output compares favorably with that of other workers.
 - d. Their safety records are good.
 - e. They are steady and conscientious.
 - f. They are morale builders—both for themselves and for those about them.
6. The knowledge that we are obtaining from the placement of these handicapped workers will be of great service to Lockheed and Vega (as well as other companies) in the absorption of returning disabled veterans—a job in the performance of which every American citizen and every progressive employer has his own essential part to do.



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The United Gas Improvement Company



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EDUCATION FOR AMERICAN CITIZENSHIP



SAMUEL R. HARRELL, *Chairman, National Foundation for Education*

A war is now being fought to maintain the democratic form of government, which is best represented by the United States. However, in the past schools and colleges have neglected their duty to teach students the philosophy of the American form of government. The following articles stresses the importance of introducing courses in our curriculums, which will produce better citizens. A graduate of the University of Pennsylvania and Yale Law School, the author is an Indianapolis attorney, Director of the Acme-Evans Company and of the Wainwright Trust Company and Chairman and Trustee of the National Foundation for Education.

SINCE 1918 leading educators and trustees have considered that the American form of government should receive greater emphasis in our system of education. There has been considerable confusion in the approach to this problem. It has been easier to diagnose causes than to project a sound and sensible plan which would receive general support at all levels of education.

Although the matter was receiving attention, it has not been until recent years, in fact only recent months, that the widespread lack of understanding of our American polity has alarmed educators and citizens. Fortunately today we are aware that there is need for more complete understanding of our constitutional form of government, and that such an understanding coupled with the active leadership or participation in government of our educated citizenry, is *vital* to the future virility of our American democracy.

It has not been difficult to point out causes and to give headlines to flagrant omissions in our educational system, such as the absence of American history for college degrees, and the need for integration of the social sciences in education for citizen responsibilities. The elective system resulted in curricular chaos.¹

¹ See the forthcoming article on "Higher Education" by Dr. Guy E. Snively, Executive Director of the American Association of Colleges, to be printed by the Foundation. He points out that Woodrow Wilson was fearful that the "side-shows" would overshadow the regular college curricula. For a similar view see *Education for Freedom*, by President Robert M. Hutchins, University of Chicago.

Materialism, extra-curricular activities, and a dearth of emphasis on ideals and spiritual convictions had contributed to a willingness to leave to others matters of civic responsibilities. The philosophy that a student should be taught everything without indoctrination was interpreted to mean that American education should not inculcate the verities of the American form of government. With the advent of totalitarian government it took no great foresight to see the need for citizenship education. President Morley, of Haverford, has pointed out that the small colleges which were founded to maintain and strengthen a type of religious conviction offered a discipline needed in training citizens, and also that the discipline of military training would have a beneficial result. We must beware, however, lest the emphasis on technical and military training in place of culture and the liberal arts increase our problems.

If it is true that we are educating for business and pleasure, the pendulum has swung far from the idealism embodied in the Declaration of Independence and the Articles of the Constitution. Had the words "duty" and "obligation" of the citizens been used in the Preamble of the Declaration and duly stressed in our education, perhaps the philosophy of America would not have been led astray by the phrase "the right to life, liberty, and the pursuit of happiness."

Need for Citizenship Education

These faults have been pointed out as weaknesses of democracy. The fact that there are weaknesses in democracy and that rightly or wrongly they are knocking at the door of education, places the responsibility upon teachers, administrators, and trustees alike.

Some years ago a report was made to the North Central Association of Secondary Schools and Colleges criticizing one of our oldest and most distinguished colleges for offering a course in American citizenship. The writer completely overlooked the fact that the religious affiliation of this college was still vital and that a high proportion of its graduates were in *Who's Who*. Today, however, we are not afraid to speak of *citizenship education* and to attempt to refine our instruction to meet the current need.

World War II demonstrates more forcibly than any previous war the fact that war is the result of conflict of ideas, the contestants using the instruments of destruction to assert and to defend their rights and their ideas of political government against those of other peoples.

We must be internally strong if we are to assume our part in hemispheric or world leadership and if American constitutional government is to be looked to in the future as the pattern for enlightened peoples.

Education is the only weapon which will correct political, economic, and social ambitions and ideas which break out in aggrandizement and lust for power. This does not mean education for a few, but on the widest common level. The subject matter and technique of education for citizenship depend largely upon the leadership in secondary schools and upon the backing from lay citizens.

Several definite approaches are under way

as an aid to the solution of the problem. One is to emphasize training in American ideals. Another is to reduce to a common understandable denominator the philosophy of the American system of democracy and to make it available in practical form to our 130,000,000 citizens.

National Foundation for Education in American Citizenship

All of these matters have been under consideration for a practical solution for a number of years. They were discussed at the annual meeting of the Trustees of Colleges and Universities in 1940. Subsequently the National Foundation for Education and the National Foundation for Education in American Citizenship were formed. Both of these Foundations are designed to assist at all levels of education. They are public trusts, organized to receive support and to make grants-in-aid for strictly educational purposes.

Among the aims and express objectives of the National Foundation for Education in American Citizenship are:

" . . . to present the need for more effective instruction in American principles and concepts, through the faculties and curriculum committees, to the administrators, trustees, boards of education, and to the public at large; to aid and encourage the collaboration of faculties, educators, and other leading citizens in developing materials and techniques for basic instruction in American principles; to encourage universities, colleges, public schools, and other educational institutions to make comprehensive instruction in the American form of government available to all students; and to cooperate with educational associations, non-political organizations, and national or regional movements

interested in the study and support of the American form of government."

As the result of many conferences sponsored by the National Foundation for Education in American Citizenship, a broad and active program has been put into action. Some of the accomplishments to date and the program immediately ahead are as follows:

a. The Foundation by its staff and its educational advisers has been responsible for establishing basic courses in American constitutional polity and administrative government in the institutions of higher learning, and in making such instruction available to all students.

b. The Foundation has subsidized work of educational advisers to the United States Army and Navy training programs.

c. Princeton University Press has published for the Foundation a book entitled *Education for Citizen Responsibilities*. Forthcoming are publications on secondary education, and a series of twelve pamphlets by distinguished authors on basic American concepts to be published in conjunction with the Public Affairs Committee.

d. The unique experiment of Government House at Haverford College, established to provide training in political science and government and to develop leadership, was encouraged by the Foundations. They also granted aid to the Harvard-Princeton Conference on Post-war Education and have had a part in the coming joint national meeting of the American Economic Association and American Political Science Association to be held in Washington in January, 1944, in which the discussions and emphasis will be placed on basic American concepts.

e. As the result of a national conference held in New York on February 18, 1943,

the Foundation staff has encouraged free discussion of and participation in public affairs by educated citizens. It has established a clearing house for citizenship activity and training, serving as the catalytic agent for national and local associations and groups which have citizenship programs and interests. The funds of the Foundation have been used to aid and to encourage teaching and research in the basic principles and concepts of our American form of government and public administration. The Foundation staff does not duplicate work undertaken by other associations.

Importance of This Program

Already there are indications that the work of the Foundations has contributed to a deeper consciousness of the needs of American citizenship training throughout our educational system. Where intensive programs have been carried on with the cooperation of schools, colleges, public forums and classes in adult education, a better understanding of the rights, privileges, duties and obligations of American citizens has resulted.

Actual and intelligent participation of citizens in state, local, and national government will depend largely upon the regard, the importance, and the emphasis given to the field of citizenship education by the schools and colleges. This is a challenge which calls for the best and the clearest thinking of all persons interested in education and the future welfare of our country.

Education for citizenship is a large undertaking, especially when we consider that in this country there are 242,000 elementary schools, 29,000 secondary schools, and 1,700 institutions of higher education with a complement of 25 million people in the process of education daily. The short period of educa-

tion is the most fertile time for planting the desire for service.

The freeing of the communications system, the radio, the newspaper and education in Axis countries was early advocated by the Foundations. Each has had a share in pioneering education as an important force in the reconstruction of Europe and in urging upon the officials in Washington this need.

Citizenship education is not an American problem alone but a universal one. The British Association for Education in Citizenship,² headed by distinguished leaders and educators, has asked the Foundations and our State Department to join in a program of world citizenship education to uphold democratic principles and to avoid future wars. From Harvard to the University of California

comes the plea for careful distinction between concepts that are fundamental and those that are relatively superficial, and for inculcation of the American philosophy in the minds and hearts of citizens by the teachers of the land. It would be well for us to follow the advice of our great teacher and scholar, Benjamin Franklin, on the subject of education for citizenship:

"The Idea of what is *true Merit*, should also be often presented to Youth, explain'd and impress'd on their Minds, as consisting in an *Inclination* join'd with an *Ability* to serve Mankind, one's Country, Friends and Family; which Ability is (with the Blessing of God) to be acquir'd or greatly encreas'd by *true Learning*; and should indeed be the great *Aim* and end of all Learning."

The force of fundamental truths well taught will produce good citizens and preserve the best in government.

²See *Education for Citizenship in Elementary Schools* and *Education for Citizenship in Secondary Schools*, issued by the British Association for Education in Citizenship and published by the Oxford University Press.



THE high regard for education held by a leading United Nations Commander, General Eisenhower, should be a real challenge to educators. Milton Eisenhower, who has been Associate Editor of the Office of War Information, was offered the Presidency of Kansas State College. He sought the advice of his brother as to whether he should accept the position or remain in the War Information Service for the duration. General Eisenhower from the Mediterranean Theatre of war gave his brother this advice. "Take it," said he, and added: "The kind of peace achieved after this war rests largely on the principles laid down in American schools."

(On August 20, 1943, Milton Eisenhower left the O.W.I. in Washington to become President of Kansas State College.)

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DISCARDING THE "WHITE COLLAR" HALO

IRWIN A. BERG AND WILLIAM M. GILBERT

Personnel Bureau, University of Illinois



IRWIN A. BERG

The following article strikes an interesting note with respect to the antipathy which has existed in the past toward non-white collar jobs. As a result of the war effort, this is now no longer so evident, and the authors urge that the "white collar halo" be banished for all time, so that prospective employees may give open-minded consideration to the opportunities offered by shop work. Both Dr. Berg and Dr. Gilbert secured their M.A. and Ph.D. degrees from the University of Michigan. Dr. Berg was formerly personnel counselor with the Western Electric Company and psychologist at the State Prison of Southern Michigan.



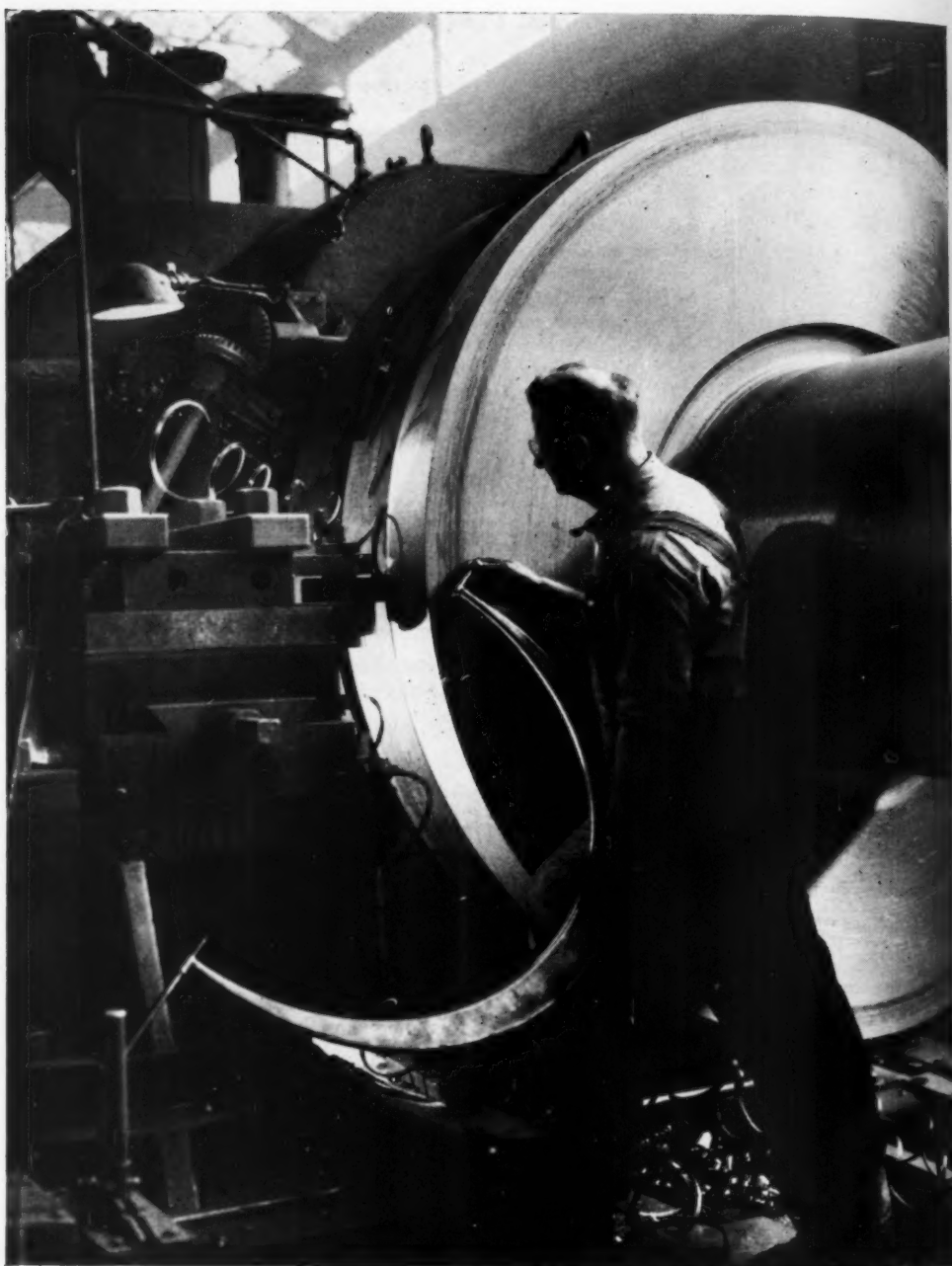
WILLIAM M. GILBERT

PRIOR to the current war there existed a tendency for the counselor to restrict much of his thinking about occupations to those which were professional, or white collar, in nature whenever the person counseled seemed to possess at least a minimum of aptitude for such work. This counseling tendency, or "white collar halo" was not the result of lack of information in the case of the professional vocational counselor, particularly since job research publications increased in number and popularity during recent years. Social factors such as prestige of vocation were emphasized, not deliberately perhaps, but somehow emphasized so that the end result of vocational counseling occasionally reached the extreme shown in the following instance: the advisory records of a metropolitan high school revealed twenty-eight recommendations of white collar jobs such as teacher, lawyer, engineer, accountant, etc., for every one of machinist, mechanic, electrician, etc. This appears especially unwise when we consider that only ten per cent of high school seniors graduate from college.

It is probably true that the "white collar halo" operates most disastrously in counseling done by the non-professional counselor, often

a teacher. Still, none of us is immune, for often the halo is present because of the demands of the person counseled. How many of us, for example, have picked up an interviewing blank and noticed reasons such as these for vocational preferences: "I want to use my head, not my hands," or "I don't want to work so I'm burned out at forty." In such cases the counselee may be said to bring the halo in with him. He is probably reflecting the attitude of his home and social group when he either refuses or is reluctant to consider other than white collar occupations.

If the existence of the white collar halo is admitted and recognized, counseling procedure can be much more useful. Suppose it is apparent that a client should consider other than a white collar job. The first task of the counselor is that of helping the client to express freely his feelings regarding different types of vocations including non-white-collar jobs. Once the counselee has thus elicited any negative feelings the client may have towards shop work, the chances of the latter's later giving such work due consideration are increased. Frequently it is then possible to direct the discussion in such a manner that the counselee himself concludes that jobs are not



Courtesy Westinghouse Electric & Mfg. Co.

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of two classes only: those in which one works with the hands and those in which one works with the head. The fallacy of such a dichotomy can be elaborated by examples. Depending upon the client's abilities and reactions, one may carry on the discussion to a point in which supervisory positions are considered as possible goals. In general this technique of making the counselee carry the burden of the discussion by raising questions and then requiring him to do his own thinking is more effective than direct encouragement or persuasion. Obviously, great care must be observed so that the counselor succeeds only in getting the counselee to consider a shop job rather than in "selling" him on such a job.

An example of the "white collar" halo in operation and the effect of counseling is cited herewith. A college student, who was wholly undecided whether to remain in college or to withdraw from school and earn sorely needed

money, had previously served an apprenticeship as a welder and passed the requirements for boiler welding. After having saved money for several years, he had responded to his mother's urging and entered engineering school, where he was not without scholastic success, all of his grades being C or above. Unfortunately, at the end of two years he had exhausted almost all of his savings.

It was at this time that the student visited the counselor, and the first interviews uncovered the situation described above. It was further learned that neither the boy nor his mother cared to consider a shop career. Had there been sufficient funds, there would have been no problem, but the mother was a widow working nights as a matron to support herself. Shortly she would have to support her son as well, a burden she was quite willing to assume. However, the boy was greatly disturbed at his

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mother's working because he felt her health and her age entitled her to a rest.

In subsequent interviews it developed that his antipathy toward shop work resulted from a fear of being "stuck on one job forever." He was encouraged to express himself freely and then questions were raised as to whether shop jobs were the only ones in which an individual might be shelved. He was asked about shop promotions and how they were made and attention was finally directed to a consideration of the value of college training in promotion. In thinking through and answering the questions raised by the counselor, the student recognized, from his own shop experience, that he was probably no more likely to be "stuck" on one job in a shop than in an office.

He also realized that having had some college training he should have a better chance for promotion than the other shop employees, since he knew that college men were rare in most industrial jobs. The boy also knew how promotions occurred and the value of mathematics and blue print reading, etc., in the shop, whereas the counselor did not. Therefore, he was able to make a decision based upon his own actual experience, without the counselor's expressing any personal opinion. The counselor, however, was able to see his problem clearly only after he had discarded the "white collar halo." His decision was, of course, to return to the shop.

Almost two years later this young man wrote that he had been made welding supervisor and had been promised further promotion. Almost a semester of college work in night school had been completed. His salary was certainly as good or better than that of most engineers of his age. Obviously, the defense boom played a great part in the rapidity

of his promotion; but the fact that he, and not another, was promoted related to his special training in a shop situation.

Such examples could be multiplied. Instances of the halo's presence in the thinking of counselor, as well as counselee, can probably be recalled by all who do vocational counseling.

An important phase of the whole problem is the effect of the war and of the expansion of industry upon the halo. It is becoming fashionable to aspire to shop jobs and "defense work." Hence, we have an excellent opportunity to control or even banish the halo. Unless we take advantage of the present favorable situation, this attitude will probably persist only for the war's duration. This is at least partially exemplified in the case of a woman college graduate who accepted a shop job with the reservation that "after the war she would get something decent." Surely a college graduate might eventually serve more effectively as a shop supervisor than as an office clerk.

This is not meant to suggest that shop jobs are to be over-emphasized to people with high school or college training. However, when individuals with qualifications which suggest the likelihood of success in such work are counseled, opportunity should be provided for these persons to examine the possibilities of shop work without being unduly influenced by the presence of a "white collar halo" effect, either in the counselee's feelings or in those of the counselor himself. The current manpower shortage has provided a wedge for discussing vocations with less prejudice resulting from prestige factors. Thus, an opening is provided for a more accurate evaluation of opportunities which exist in industry for many persons who aspire to relatively advanced education.

A Little Learning

is a dangerous thing.

ALEXANDER POPE.

Seven million young men have had their education interrupted by the war. In order to help these young men equip themselves for the battle of life upon their return, the University will play its part in post-war education.

For admission requirements and courses offered in

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UNIVERSITY OF PENNSYLVANIA

Philadelphia

EFFECT OF THE WAR ON COLLEGE PLACEMENT SERVICES

A Symposium

Colleges and universities have felt the effect of the war in many ways, and numerous changes have taken place on the campuses throughout the country. The following symposium presents comments from several placement directors concerning the way in which their placement services are functioning during these war years.

CORNELL UNIVERSITY

HERBERT H. WILLIAMS

THERE are now about 5400 men and women receiving instruction at Cornell University. Of this number some 3200, all men, are in the armed forces on active duty. Roughly 1000 of the civilian students are women, 100 of them in the Curtiss-Wright Engineering Cadette Program. The College of Engineering has the majority of the civilian men, all headed for war industries or some branch of the services upon completion of their courses. Another sizeable group which includes many of the engineering students is composed of freshmen below eighteen who will in all probability have their studies interrupted as they reach draft age.

With such a student population the normal volume of work in the placement offices is greatly reduced. However, the University believes it to be particularly important that its placement organization be disturbed as little as possible so that it will be in a position to perform effectively in the period of great economic adjustment that lies ahead. At the same time, we are convinced that our services to war industry, government agencies, and the armed forces, although limited by the reduced number of seniors and alumni available for employment, is extremely important because of the serious need for those who are available. One significant step forward has recently been taken in an effort to provide better placement service for alumni and to employers. The placement office in New York City, which has in the past operated more or less independently at the Cornell Club of New York, has become an integral part of the University Placement Service, serving as its New York City branch. The work there has been

expanded to include the placement of Cornell women as well as men.

The reduced number of senior and alumni candidates available for jobs is paralleled by a similar reduction in the demand for term-time jobs. Students are so few and the opportunities for them so many, that one member of the placement service staff, formerly devoting his full time to this work, has been able to leave for a position in the personnel department of a war industry. N. Y. A., as a form of student aid, has become for the time being unnecessary, though many University departments miss the valuable assistance the N. Y. A. students have rendered.

Our student agencies are still functioning and they plan to continue if at all possible. It has been difficult to secure enough undergraduates to handle the work properly, but fortunately the agencies have the services of a former student now on a war job in Ithaca, who acts as graduate manager, spending several evenings a week in this capacity. Student agencies at Cornell are not formally supervised in any way by the University.

Perhaps the work of the Cornell University Placement Service during these war years can best be summarized by a brief statement of the objectives which are guiding its operation. We are endeavoring to maintain an efficient organization to serve employers during the present emergency, to cultivate and expand continuously, with the future in mind, our industrial and business contacts, to have our records of graduating students complete and in order for later use, and to make known to our students and alumni the values of our services and our readiness to assist them when the time comes.

THE STATE COLLEGE OF WASHINGTON

N. J. AIKEN

THE war effort has affected the institution placement service of the State College of Washington in a marked way. Industry and armed forces have drawn men and women from the teaching profession into their ranks. Consequently, the percentage of teacher placement up to August 1, 1943, in comparison with the same time of the preceding year shows a decrease of 41.9%.

The above decrease in placement was due to several factors. Experienced people in high schools of 150 and less were given substantial bonuses at the end of the school term in 1943 and substantial raises for the following year. The result was a decrease in experienced teachers asking for the services of the Placement Bureau. Again, the school boards of the State of Washington were less willing after the first of July to release teachers who had signed contracts.

The above shortage has been made up only in part by circularizing married teachers for a number of years back, by a marked lowering of certification standards, and by issuing emergency certificates to young men and women who have less than the five years' preparation normally required in the State of Washington for secondary teaching.

The institution placement service of the State College is organized to serve the fields of industry and business as well as teaching. The increase in our placement service was 83% more in business and industry as of August 1, 1943, in comparison with August 1, 1942. The decrease in attendance at the State College of Washington included young men and women who dropped out of college because of high wages. This necessitated a new but important emphasis on the part of the placement service. For the two years past requests have come to the Placement Bureau from industrial concerns asking for the names of students

who had dropped out of college. This was our cue. Consequently, the Bureau located those students who were planning to discontinue their college course for the duration and circularized those who had not returned. This resulted in added placement of full-time positions with business concerns.

Still another important field of service which had been entered, but not very well developed, might be referred to as part-time placement. Such placement includes: (a) work for summer months for those young men and women intending to return to school; (b) emergency jobs of short duration for married women in nearby communities whose family responsibilities did not require all of their time; (c) students who wanted part-time work while attending school.

The Northwest has had rather a large industrial expansion in recent years. The development of water power and other natural resources has attracted large corporations doing a nation-wide business. Again, agricultural communities in eastern Washington have had a rapid growth in the canning of fruits and vegetables as well as in processing an exceptionally large pea crop. The placement service cooperated with the canning companies and as soon as school was out, young men and women went into these areas to supplement the labor shortage.

The general result has been a shift in the services of the Placement Bureau. In a normal year teacher placement usually constitutes about half of the total number placed. The present year indicates the following data: teacher placement, one third; permanent positions in fields of business and industry, one third; part-time placement for summer work, one third. It is the judgment of the author that this is an important shift and is of long-run significance. Many industries have come to the campus to get students for

the summer and have found this kind of labor very satisfactory. Some of these organizations have expressed a desire to continue this procedure on a much larger scale after the duration. Some industries have done this in a limited way. A much larger number have been compelled to do it because of labor short-

age and have discovered advantages. It is an excellent way to try out young men and women preparing for their life work before the college course has been completed. This cooperative effort between a college placement service and industry is mutually advantageous.

KENT STATE UNIVERSITY

L. H. MUNZENMAYER

THE present world condition has greatly modified the personnel services of the Appointments Office much as other services of the university have changed. Never before in the history of the school have demands for graduates and students been so great, or so urgent. Kent, like many other universities, has been operating an accelerated program for two years.

Acceleration was first proposed for the College of Education Curriculum for elementary teachers. This schedule has been in operation long enough to produce some teaching candidates. Without exception these persons have been eagerly sought and employed. A type of acceleration has also been practiced in guiding those persons planning to teach in secondary schools. Programs for students in the colleges of Arts and Sciences and in Business Administration have likewise been modified to provide for graduation in less than four calendar years.

Kent State, like many other schools, is co-operating with the government in providing instruction for military personnel. The fact that provision has been made for five hundred air crew trainees means that dormitory facilities on the campus have all been taken over for these men. Personnel problems have been numerous, but not especially difficult as a result. The changes have been made by the regular students and accepted as their part in the national effort. Mention should be made that the total enrollment has declined sharply,

which limits the possibilities in placement for some time to come.

Calls for trainees to enter almost every known industry have been received during the present year. A number of undergraduates have entered such training courses in junior engineering, map making, and similar courses. Direct calls for trained persons have been numerous. It can safely be said that the demand has exceeded the supply about ten to one.

One of the major problems in the Appointments Office in these trying times is that of advising students as to what they should do to help win the war and the peace. For some persons the matter may be easily settled; for others it is more difficult. We are thinking in terms of post-war business, government and education; therefore many of the most capable students are urged to continue their education so that they may make their contributions at this later time.

Another factor of considerable concern to a limited number of students is that of part-time work while going to school. At Kent we have outlined a program whereby worthy students will have an opportunity to work either on the campus or in business firms in the community on a part-time basis. It appears at the present time that all persons really needing the work experience can get it. Experience at Kent during the years in which the N. Y. A. program has been in operation clearly indicates the value of work opportunities for students.

It seems from the present planned program that a similar experience can be provided for students needing financial assistance. In spite of such steps to provide students in training

for the present great demand in all walks of life, we are conscious of a continued shortage of personnel to recommend to interested employers.

INDIANA UNIVERSITY

J. EDWARD HEDGES

It should be noted at the outset that the Personnel and Placement Bureau at Indiana University is operated as a part of the School of Business and functions primarily for the benefit of those seeking business and governmental positions. However, the services of the Bureau are available to any senior in the University.

During the current emergency, the Personnel and Placement Bureau has attempted to maintain without interruption its major functions, from time to time making such adaptations as seemed desirable. The Naval Training School for Storekeepers and the operation of the Army Specialized Training Program, as such, have had little, if any, influence on the operation of the Bureau. The persons involved in these programs, while in a sense members of the student body, do not require the student personnel services that are regularly provided, such as vocational guidance and placement. The fact that a substantial proportion of the student body is included in these programs simply reduces the number of students for whom such services used to be carried on.

The acceleration of the regular academic program introduces certain problems. Whereas graduates were formerly organized for placement with a view to graduation in June, it is now necessary to take account of the fact that classes of substantially the same size graduate in December, April, and August of each year. This means that visits by recruiting officers are scheduled throughout the year and in many instances the same representative will visit the campus two or three times a year.

The accelerated program further complicates the problem of preparing the personal data cards and the senior placement booklet which formerly were prepared during the fall semester for use during the spring. In fact there is some question as to whether these placement helps may be continued on anything approaching the former basis. Perhaps mimeographed sheets without photographs will have to be used instead of the printed cards formerly provided.

Of course, all those in placement work are faced with overwhelming demands for women graduates. The types of training sought are those not usually possessed by women and, therefore, we find ourselves in most instances with few, if any, persons to recommend. It has been necessary actively to solicit the registration of women having the types of training required and to make concerted efforts to get them in for interviews with the representatives visiting the campus. In order to supplement registration lists, an effort has been made to secure the registration of graduates of recent years who might not be working, or who might be engaged in non-essential activities. Also, the field for employment of Liberal Arts Graduates has expanded rapidly and these have been drawn upon heavily in building up registration lists. All in all this Bureau has been reasonably successful in making recommendations to those who have regularly employed our graduates and thus has been able to maintain placement channels during a difficult period.

It appears that the only possibility for making good the loss of N. Y. A. help is to resort to the use of part-time people, paid from the

regular budget. Of course, assuming that the work carried on by N. Y. A. students was work which otherwise would not have been possible, the loss of N. Y. A. assistance simply means the loss of an activity which is desirable, but not absolutely essential. As a means of continuing some of the activities supported by N. Y. A., there is a possibility that might be explored. It has been used by this office

with some success. Certain jobs or activities which would result in valuable training or experience for the student may be placed on a sort of honorary basis and in that way gratuitous service secured from outstanding students. Of course, routine clerical work is not suitable for such treatment and the whole procedure should be used with the utmost caution.



PRINCETON PERSONNEL INDEX

THE Princeton Personnel Index is a volunteer effort to place at the disposal of the United States Government an index of the potentialities of the Princeton Alumni for the war effort. Personnel appointment being of vital importance in the mobilization for total war, the Princeton Graduate Council made a survey of alumni interested in offering their services to the war program. In February, 1942, questionnaires were sent to alumni, asking for data concerning occupation, training, experience, language equipment, knowledge of foreign areas, avocations, and preference regarding fields of service.

A gratifying number of returns came in and with this material the index was set up in the War Service Office of the University. Its purpose is to make available to the government agencies, both military and civilian, men with special qualifications, and to assist the alumni, at the same time, by investigating the possibilities for them. A triple index has been made from the data: (1) Occupational, (2) Geographical, (3) Class. A careful record has been kept of avocations, special training, foreign experience, etc., from which a subsidiary index is made. The man with the hobby of cryptography or who tinkers with the radio or thrives in the tropics, is of peculiar value now. In August, 1942, and in February, 1943, general mailings were sent out again, in order to increase the material and to check the availability of men already on file. The index now records approximately 2,500 men. It is made clear to them that they are under no obligation to accept any offer of a position, nor are they guaranteed placement.

While organizing the index, liaison was developed with personnel officers of the government. Almost without exception the agencies have welcomed the service enthusiastically, so great is their need for precise selection and screening. Our method of procedure is, briefly, to send to the personnel directors of the agencies, copies of questionnaires which indicate qualifications specified by their assignments to us. The agencies review the data and make direct contact with the men in whom they are interested. Frequently urgent requests come in from unexpected sources, asking for highly specialized talent or combination of talents, as, for example, a sanitary engineer who speaks Portuguese or a corporation lawyer familiar with a certain country. Occasionally come "short-orders" when all other work must stop until they are filled as well as the material on file permits. Obviously the difficulties involved in the project have been due to the necessity of building up an index while using it simultaneously in an incomplete state. However, there is a story that the personnel director of the "last word" in functional offices, still resorts to the scribble on his blotter for some of his best appointments.

The current of direction in Washington is felt in a small way in this office. As new developments result in the creation of new government agencies, we make new contacts, and assignments for different qualifications come in. Now the far-seeing Post-War programs are calling for the best the country has to give in many, many fields, and spur us on to further search.

FUTURE PERSONNEL REQUIREMENTS AND EDUCATION FOR POST-WAR PLACEMENT

A MEMBER SURVEY

Just as it is the responsibility of schools and colleges to offer courses that will prepare young men and women for productive careers in business and industry, so it is the responsibility of prospective employers to indicate, in advance, what courses should be emphasized to assure the adequate preparation of students for prompt and advantageous placement upon completion of their studies.

ADDRESSING itself to this proposition, the Association conducted a survey of employer specifications among a group of its members, carefully selected so as to be eminently representative of American business. Leaders in the fields of advertising, foods, insurance, manufacturing chemical, manufacturing heavy, manufacturing mechanical, research, retail merchandising and utilities responded, the largest proportionate number of answers being those submitted by insurance companies. This latter fact is especially noteworthy since the various branches of the Insurance Business are distinctly close to all phases of American life.

High School Level

Despite the recent emphasis on technical training, results seem to indicate that most employers prefer high school graduates who have completed academic rather than vocational courses.

Question 1. "What percentage of the people to be hired by your company should have a minimum of high school education?"

Of the forty employers who considered this question definitely applicable to them, 27 or 67% stated that practically all new employees (90 to 100%) should have a minimum of high school education; 38 or 95% of those replying stated that at least three-quarters of all new employees (75 to 100%) should have a minimum of high school education.

As between academic and vocational high school preparation, 29 or 72% emphasized the importance of an academic background in their business by demanding that at least 50% of new employees be graduates of high

school academic courses; 12 or 30% of those answering specified that at least 50% of all new employees should be vocational graduates.

Question 2. "If you were planning a high school course that would best prepare young people to fit the needs of your organization, what subjects would you have the students take and how many years of each?"

Those polled named the following subjects, in the order set forth below, as fundamental in an ideal four-year high school course:

English—4 years

Mathematics (algebra and geometry)

—3 or 4 years

Stenography and Typing—2 years

Bookkeeping—2 years

History and Social Studies—2 to 4 years

Chemistry or Physics—2 years

In addition to the above, the following subjects were considered by some to be valuable preparation for work with their company: foreign languages, commercial geography, biology, retail selling, shop and mechanical drawing, logic, business administration, office machines, civics, management, economics and psychology.

Question 3. "Do you provide post-employment training programs for those employed directly out of high school?"

Although a number of those replying reported that they are giving training on the job, they have no formal courses. In a certain few cases the training programs are very extensive. As to the four types of training suggested, the replies were as follows: 34

train on the job, 21 conduct up-grading courses, 12 conduct job instructor courses and 20 give formal training for supervisory positions.

From the results indicated above and from the following excerpts from replies received, it would seem that most employers favor a broad, basic, cultural education with the addition of typing, shorthand and bookkeeping. Many stress the great need for further emphasis in the secondary schools upon the teaching of English and also for the introduction of new courses or the redesigning of the present curriculum in order to encourage students to "think."

Excerpts from letters received

"It is our plan, both for the present and after the war, to hire, for the most part, the immediate high school graduate *without* experience in order to maintain a fair promotion program. As for the program to revise the curricula in relation to employer requirements, we have found that the employees (at least in the high school category) who usually make the best clerks are those who have a sound background along academic lines (English, mathematics, social sciences and foreign languages) with the addition of typing training. Such students, if well prepared on this basis, usually assimilate the job training much more readily than those who have specialized in the so-called "business course."

"A well rounded education is most helpful and there are as many opportunities for graduates with academic backgrounds as there are for those with commercial or specialized courses. At present, however, there does seem to be a scarcity of young people who are qualified and in-

terested in either mathematics or machine operation."

"Too much attention is given to names and contents of high school and also college courses with too little attention given to how they are taught and the qualifications of the teacher to guide the thinking and development of others. Of all places where selection and guidance is vitally important it is in the field of teaching particularly at the elementary and high school levels. Many people technically qualified for teaching do not have the personal qualifications to inspire in others those qualities which make for good citizens, good parents and good fellow workmen."

College Level

Employer requirements at the college level are much lighter than at the high school level. This is probably to be expected in spite of recent increased demands for men and women with technical backgrounds.

Question 1. "What percentage of the people to be hired by your company should have a background of college education?" Academic? Technical? Professional?"

Of the 35 employers answering this question,

- 6 require that 30 to 50% of new employees be college graduates
- 9 require that 15 to 30% of new employees be college graduates
- 12 require that 10 to 15% of new employees be college graduates
- 8 require that 2 to 10% of new employees be college graduates

As to the subdivisions of the question, many manufacturers and all engineers stated a preference for technical graduates whereas all others preferred academic or liberal arts graduates. In all cases the percentage of pro-

professional graduates required in the business field is apparently very small.

Question 2. "Please list approximately how many holders of the following degrees you will hire each year."

In only a few cases did those answering this question indicate the approximate number of degree holders hired each year. The totals, which may give some idea of the fields which offer the greatest opportunity, are as follows:

C.E.—55	Arch.—11
M.E.—224	Bus. Adm.—167
E.E.—207	A.B.—90
Ch.E.—148	B.S.—60
Met. Engr.—3 to 5	
Agr. Engr.—3 to 5	
Ind. Engr.—3	

Additional employers checked those degrees which best qualified prospective employees for positions with their companies. In the order listed, the following degree holders would seem to be most in demand: Business Administration, Chemical Engineering, Mechanical Engineering, Bachelor of Arts, Bachelor of Science, Electrical Engineering, Civil Engineering, Architecture.

Question 3. "If you favor a broad liberal education but feel that some specialization is desirable, what fields of specialization within the scope of a liberal education would best fit students for your work?"

Except for specialized jobs requiring technical degrees, employers for the most part favored a broad liberal arts education with specialization in mathematics, English, business administration, physical sciences, psychology and the social sciences heading the list. Many commented upon the fact that too many college graduates cannot speak or write good Business English. All desire a sound knowledge of English rather than an inadequate reading knowledge of French, Spanish

or Latin. Educators should take note of the fact that on all sides business and industry are asking for intensified courses in English whether at the secondary school or college level. Emphasis was also placed upon the importance of courses designed to teach students to think, and it was suggested by one employer that courses in mathematics, logic or philosophy be stressed in college.

Question 4. "What is your opinion as to the value of—(a) practical work-experience gained by students on a part-time basis; (b) extra-curricular activities in schools and colleges?"

Of the 39 answering (a), the majority indicated their wholehearted endorsement of the value of work-experience, the results being as follows:

Enthusiastic	35
Mildly enthusiastic	3
Negative	1

Similar approval of extra-curricular activities was given by the 36 answering (b), the results being as follows:

Enthusiastic	32
Mildly enthusiastic	2
Negative	2

Results of the poll would seem to indicate that most employers consider both (a) and (b) worthwhile, particularly if the practical work experience is correlated with the theoretical work, and if the extra-curricular activities are of a nature to develop leadership qualities.

Excerpts from letters received

"Work experience gives a realistic, practical view of the way the world works and the way people react."

"It gives the student some idea of what it means to be 'on his own' and self-supporting. With technical and scientific students a general shop experience gives them

some idea of methods of manufacture, materials, etc., which is valuable background if at some later date they are responsible for the development of equipment and systems."

"Summer experience during college years gives the individual a better understanding of the field he expects to enter upon graduation and so helps him in the selection of courses."

Post-War Readjustment

The replies received to questions on post-war planning indicate that there is a definite lag with respect to personnel planning for the years following the war. It would seem that the bulk of present-day planning has to do with products—the return to old products and the development of new ones, refinancing, technological changes, etc. There is more emphasis on what is going to be made than on who is going to make products or perform services.

Question 1. "Does your company plan special refresher courses for former employees and others re-entering employment upon return from war service?"

The answers received were as follows: yes—4; no—14; not yet—12; probably not—2. Some replied that no plans had been made as yet but might prove necessary; others that they intended to have informal on the job training. From the following excerpts, it would seem that the technical industries have done the most planning along this line.

Excerpts from letters received

"Yes, to bring them up to date on advances made in our own engineering and to refresh them on electrical engineering theory."

"It has been our policy for some time to

encourage employees to become familiar with new developments in their particular fields of work, and each year a program of practical classes has been organized in which the employee may participate. In the post-war period, we anticipate continuing and if necessary intensifying this type of training in which the employees may take part on a voluntary basis."

"Many of the men who have gone into the army have received specialist training. Some of the training may suggest to us that the employee may be upgraded to a better type of work. Those who have not yet received this training must be placed in refresher courses so that they can find their place again at their former trades."

Question 2. "In your opinion, will personnel requirements in business and industry, after the war, tend toward greater or less educational specialization?"

Of the 32 employers who answered this question:

- 28 expect greater specialization
- 2 expect less specialization
- 2 expect no change.

On the subject of specialization it would seem, from replies received, that the trend in personnel requirements is undoubtedly toward greater specialization in education. Impetus in this direction was given by the introduction of specialist training programs by the Army and Navy, which may be extended into peace-time industry. Also increased technological demands, complexity of equipment, market demand for greater product development and government regulation will all make for greater specialization in industry. However, of those who responded, a few struck a note of caution and emphasized the importance not only of greater specialization to fit men for careers but also of sufficient breadth

of course coverage to prepare them for life. As one employer pointed out, the two are entirely compatible and vitally necessary.

Excerpts from letters received

"Because of skills developed as a result of wartime conditions, industry generally will require greater specialization on the part of its employees."

"Because of the volume of people looking for jobs, there will be greater competition and those with most specialization will have the advantage."

"Although specialization has a narrowing consequence, the urge to qualify for higher compensation at an early date coupled with the growing complexities of business and industry seem inevitably to point to increased specialization."

Question 3. "Do you have 'work-study' cooperative arrangements with any schools or colleges?"

The following answers were received; yes—19; year-round—15; summer only—2; casual—2. These companies participating in work-study cooperative arrangements with schools and colleges report that this plan works out very well and all intend to continue it after the war.

"Back-to-School . . . Back-to-College." The Association has proposed that business and industry take part in a "back to the classroom" movement after the war. The number of persons seeking employment in the post-war period could be considerably reduced and the employment qualifications of a great number of people returning from war service could be materially raised by such a program on a nation-wide scale. The program would have for its purpose the encouragement of young people, whose education was interrupted by war service, to return to school and college

and secure sound preparation for future careers, and would have for its sponsors employers, educators and community organizations.

It has been suggested that the program might be presented to young men and women by personnel officers of the Military Services, by the personnel officers of employer organizations, by the placement officers in schools and colleges and by carefully planned and broadly executed publicity programs.

Interviews with employment personnel officers would be particularly advantageous inasmuch as the program would be related directly to future vocational and promotional opportunities.

The extension of such a plan would benefit men and women, by assuring them brighter futures; would be helpful to schools and colleges, during the transition to a peace-time basis of operation; and would be of great assistance to business and industry by alleviating the post-war employment situation and by providing a definite supply of better qualified employees in the succeeding years.

Employers to whom the questionnaire was sent were asked whether they would be willing to participate in such a program. Twenty-seven (27) had given sufficient thought to the matter to be able to state definitely that they would take an active part in such a program. Others were interested but indefinite as to the part which their organizations might take. Some replied that the program was too indefinite for them to give any answer. One indicated that the Army and Navy will doubtless conduct a program to readjust young men to peace times and that universities and industries will certainly be asked to participate therein. He cautioned that this work should not be duplicated.

Excerpts from letters received

The following excerpts from letters received

set forth rather interesting reactions to the "back-to-the-classroom" proposal.

"From our standpoint such a program would be advantageous to us in that it would make chemists and engineers available to us in a short period of time rather than having to wait almost four years before their training could be completed. This would allow industry to absorb these people slowly instead of throwing them on the employment market in large volume."

"Value of such a program cannot be over-estimated."

"Young people who have left school for jobs which prove to be permanent may hesitate to return to school for fear they can't get back into business because of the possibility of an over-supply of labor. If employers could give them some assurance (not a guarantee) of re-employment, it might furnish the necessary incentive."

"Failure to promote such a plan means economic loss that cannot be estimated."

"Such a program is, of course, necessary. Guidance and opportunity are essential to the benefactors. Government subsidy would be required. Business enterprises, however, can commit themselves with regard to employment only in so far as their productive activities will permit."

"Believe the program is a reasonable approach to the problem. The way in which it will function will depend on

1. Rate at which old employees return to their jobs.
2. Rate at which present 18-year-olds return from service.
3. Industry's policy on wartime replacement personnel (especially women).

4. Government policies on replacement of peace-time goods."

"I believe that in addition to alleviating the post-war employment situation, vocational guidance of this type will be of value to the student in eliminating some of the uncertainty with which he faces a college course. A knowledge of the requirements for post-college employment in his chosen field will enable him to plan his course intelligently from the first and to secure a well-integrated program."

"We are very enthusiastic about the proposed program, not so much on account of its alleviating post-war employment as supplying better qualified employees. In the post-war competition for jobs, it will be more important than ever that applicants be soundly prepared. A possible additional value will be the stabilizing and integrating influence on personalities that have been disturbed or arrested in development due to abnormal wartime conditions."

"Those who left school for the armed services should be encouraged to return and complete their educations. Such a program must be largely voluntary—you can lead them to school, but you can't make them think—but can be stimulated by the methods you mention."

"Every person who left college because of war conditions should be induced to return. By completing their college educations, the entire nation will be benefited. The general 'back-to-school' move would also lighten our load since industry will be expected to place all returning soldiers. This plan would also provide men with a complete college education one or two

years after the war. If these men do not return to school, college graduates will not be available for a period of four years after the war is over."

* * *

It is heartening, indeed, to have first hand confirmation of our strong belief that few, if any, of our employer-members have permitted "red-tape" regulations, form-filing or taxes to serve as serious distractions, where sound personnel policies and forward-looking plans are concerned.

Only a step beyond the winning of the war is the winning of the peace, in which the satisfaction of civilian needs and deferred consumer demands for products and services will play a most important part.

Failure to make advance provision for men and materials for post-war operations is unworthy of those whose war-time endeavors have earned for them the confidence and high esteem of their fellow-citizens and their Government.

—Ed.



THE UNITED STATES ARMED FORCES INSTITUTE

THE Armed Forces Institute is the headquarters of a spare-time program of education for the men and women of the services. Located near the University of Wisconsin at Madison, it is designed to serve American citizens who have interrupted jobs or educational careers to join the colors. Since its beginning in the spring of 1942, the Armed Forces Institute has provided educational opportunities for thousands of Army, Navy, Coast Guard and Marine Corps personnel.

The educational offering is patterned after the correspondence and home-study plans of many colleges and universities—over 80 of which cooperate with the Institute by offering selected courses in their Extension Divisions to service men and women with fees shared equally by the individual and the government. Over 6800 different courses are offered by or through the Institute, ranging from arithmetic and electricity to ethics and rural sociology. The courses vary from 6 to 40 lessons, and require from a few weeks to a year to complete, depending upon individual factors.

The Institute serves all races, services, and ages. Letters from students spread all over the globe, as well as within the continental limits, indicate a wide variety of reasons for enrollment. Some wish to "keep their hand in" the job or profession they left when war came. Still others wish to round out an uncompleted high school or college education by off-duty study. Others wish to satisfy their intellectual curiosity in a special field. Whatever the motive, the Institute provides a broad field from which to choose a course of study.

Plans have been projected by which the Institute student may be helped in his search for some way of converting military experience of educational nature into terms of academic credit. Under the leadership of outstanding educators, the Institute's civilian Examinations Staff has prepared a series of "appraisal instruments" designed to test both the formal and informal educational experiences of military personnel, and report the findings in terms which will aid high schools and colleges: (1) to determine how much academic credit should be given to a returning serviceman, and (2) at what level he should resume his educational career after discharge. The Institute makes no recommendations to schools or colleges on these matters. Its function is limited strictly to the transfer of examination records and interpretations.

The Armed Forces Institute is a new element in the military establishment. Its purposes are many: to contribute to mental alertness which is an essential of military command; to give men and women in service a worthwhile channel of personal achievement; to facilitate their return to civilian life after the war; and to boost individual and group morale in the process. Present indications are that these broad goals are being reached in a manner worthy of the spirit of the society, for which we are presently fighting.

◀ EDITOR'S PAGE ▶

THE post-war period will unquestionably be rife with numerous employment problems, as men and women return from the service and seek to resume their old positions. The solution of the over-all problem could be greatly facilitated if those young people who entered war service at the end of high school or in the middle of their college years could be induced to return to the classroom and secure further education.

There are strong indications that the post-war world will be one of much greater specialization in industry and consequently of much greater specialization in educational preparation. For this reason the Association of School and College Placement has proposed that the colleges and universities, and business and industry all join together in a nation-wide "Back-to-School . . . Back-to-College" movement.

For those who do not wish to enter the professions, the technical fields or the trades, there is developing an entirely new concept of specialization within other fields, such as those embracing plastics, textiles, chemistry, insurance, etc. In each of these particular fields there are many specialities which require definite educational preparation and training.

For example, let us take the insurance business, which of recent years has reached huge dimensions and presents many lines of endeavor requiring special training of a high order. Along with the growing need for personnel in executive, actuarial, legal, investment, medical and underwriting departments, there has been a rapid increase in specialized courses designed to meet that need.

Collegiate instruction in insurance has taken enormous strides in the last few years. As late as 1920 only 17 collegiate courses in insurance were offered, but by 1940, 143 universities and colleges were offering 157 separate insurance courses of a survey character, with 131 of the institutions reporting an annual enrollment of 6,167.

These statistics are taken from Dr. S. S. Huebner's article "The Need for Collegiate Instruction in Insurance" which appeared in the October 1941 issue of SCHOOL AND COLLEGE PLACEMENT, and reprints of which have since been sent to all Chartered Life Underwriters in the country by the American Society of Chartered Life Underwriters.

In his article, in addition to discussing the various specialized career opportunities within the insurance field, Dr. Huebner also stressed the importance of general survey courses for the lay student. "A calling so serviceable and so fundamentally necessary to every family and to every business and professional man as is insurance, should be a part of the education of every college graduate, irrespective of whether or not he intends to enter the business. As a collegiate subject, the study of insurance combines the virtues of mental discipline, a proper sense of the seriousness of life, a proper concept of community service and information really useful in living."

The desirability of introducing the subject of insurance—its basic principles and practices—into the senior year of our high schools was also set forth by Dr. Huebner. It is interesting to note that the Pittsburgh Board of Public Education will use Mr. Walter A. Craig's booklet, "Life Insurance Dollars in Action," in social science courses in the junior high schools and that the Allegheny County school officials will use the same text in the study of democracy in the senior high school classes. Other secondary schools throughout the country will undoubtedly follow this lead.

This relatively unpublicized field of endeavor touches the lives of sixty-seven

million men and women (more than the majority of the entire population) in the United States who are policy holders, and abounds in career opportunities for public spirited service by young men and women who have had the advantage of early specialized training. Dr. Huebner's statement, quoted above, could easily be paraphrased so as to make it apply to many other essential callings in which the big opportunities of the future will undoubtedly knock at the doors of those intelligently qualified for the several specific occupations they embrace.

Just as an ill-armed soldier is at a tremendous disadvantage, however physically fit, so is the ill-equipped young applicant for a post-war position apt to be at a great disadvantage in competition with those holding war service "priorities" and those of his contemporaries who have had the benefit of "trade" preparation through specialized education.

* * * *

Dr. Nicholas Murray Butler, President of Columbia University, has but recently reiterated the importance of a *fifth freedom* which he calls "freedom of individual enterprise," a title substantially the same as that used by us in introducing our *fifth freedom*, in the October 1942 issue of SCHOOL AND COLLEGE PLACEMENT. Since we consider this *fifth freedom* sufficiently significant to keynote our program for a second year, the use of the five stars arranged in the symbol of victory is being continued on our cover.

BOOK REVIEW

Testing and Counseling in the High-School Guidance Program, by John G. Darley, Director, University Testing Program, University of Minnesota—224 pages—Chicago. Science Research Associates. \$2.60.

This is the best summary of principles of guidance in secondary schools that the present reviewer has seen since Arthur E. Traxler's *Guidance in Public Secondary Schools* was published in 1939. In fact we prefer it to any treatise on the subject we have seen up to date.

Professor Darley has no illusions about guidance, yet he believes in it implicitly. The book is frank and "salty," declaring that "guidance offers no society-wide solution to the problems of adolescence" (p. 15) and that "no one can draw a blueprint for guidance which will be effective at all times in all schools" (ibid). Such statements are in refreshing contrast to the romanticism found in much past educational literature, swept as it has been frequently by faddish panaceas such as "apperception," the Dalton plan, intelligence-testing as a cure-all instead of merely a supplementary aid to education, and so forth.

The book is divided into three parts: I, Guidance and Education and What We Must Know about Stu-

dents; II, Statistical Data and What It Reveals, Plus Selection of Tests; and III, Identifying Students' Problems and Counseling Students. This sensible arrangement deals with testing and the interpretation of its results, a simple presentation of the basic elements of statistics, and interviewing by a careful psychological approach toward varying individuals with diverse social-economic experience. The book is written in simple, lucid English, without the fervor of the educational reformer, without illusions about the subject, and in conversational tone. There is a bibliography at the end of each chapter, and an index of topics discussed.

That we in America are going to live in a world of older people is a basic assumption of the author, which vital statistics amply corroborate. The fact that at present guidance is a "big city" high school aspect of education is set forth, together with the assertion that this condition is likely to prevail for many years to come (p. 17-19), is a specimen of the author's complete frankness. Another is that "guidance runs the risk today of being classed as one of education's noisiest band wagons" (p. 20). Still another: "Because the field of guidance is so new, there are still many steps in the guidance process about which experts are not always in close agreement" (p. 21).

The point of view of the book is stated thus: "The effective total guidance program grows out of com-

petent and adequate clinical work with individual students" (p. 22).

The book then proceeds to summarize statistical manipulation of test-data and to describe some of the leading tests used in the secondary schools of the nation. The author describes briefly intelligence tests, personality tests, and vocational aptitude tests. Much is made of emotional adjustment after having identified student problems. Guidance is analytical and clinical: defining the problem, locating causes, and using available services for "repair" work. In fact the word "clinical" comes from the Greek word, *klinikos*, a bed. It means "bedside diagnosis" plus remedies.

We find that we cannot ignore the physical, emotional, moral, and economic individual while pretending to educate the intellectual individual. Ignorance of this fact in the nineteenth century save in a very few enlightened centers gave rise to the spectacular "discipline" problems made so much of in schoolday fiction of the century. Proper guidance means knowing the conditioning influences in the environment, and so preventing the production by our school systems of defeatists, smart criminals, radicals, and other antisocial types.

The Darley textbook closes with a description of the guidance program in use in the Central High School of Fargo, North Dakota, and of its influence on the 600 North Dakota high schools through the medium of the state office of education of North Dakota in *A Six-Point Program* circular setting forth the "minimum essentials" of guidance. Guidance in relation to the war was also taken account of in the North Dakota scheme.

All in all, the reader will find a most useful book here, packed full of information and common sense. The author sets up what he considers a minimum testing-program for any high school, and explains how records may be kept to best advantage. If more books like this were written in the field of education there would be far less floundering and moonshine in school systems everywhere.

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**Toward Community Understanding, by
Gordon Blackwell, (Prepared for the Com-
mission on Teacher Education), American
Council on Education, Washington, D. C.,
1943—96 pages. 75c.**

Nearly four decades ago there appeared a little textbook, *The Community and the Citizen*, by A. W. Dunn (Heath, 1907). This textbook stimulated a broader conception of what should be taught youth about their government and introduced on a wide scale local community analysis. Since then there has developed a tremendous literature analytic of the

community. (See *Review of Educational Research*, February, 1937.)

But the gap between this type of sociological analysis and its use by teachers persists. At the original Planning Conference, at Birmington, Vermont, in 1939, of the Commission on Teacher Education, the need for teacher understanding of and participation in the community life was particularly emphasized. This Cooperative Study of Teacher Education brought to light various efforts to promote understanding on the part of teachers; notably in such recent reports as: *Adventures in the Reconstruction of Education*, by the College of Education Group at Ohio State (1941), and *A Functional Program of Teacher Education*, by the School of Education Group at Syracuse University (1941).

Following discussions of such experimentation, the Commission on Teacher Education set up a committee who employed Dr. Blackwell to visit sixteen selected teacher-preparing institutions in the east, south, and middle west, and to interpret for the profession these ventures in community understanding.

His report is devoted in the main to a description of practices in these selected institutions and the areas for which they prepare teachers. The bulletin has brief sections devoted to examples of comprehensive courses in community life of the survey-orientation type, examples of off-campus experience, social action field, activities of teacher-preparing institutions, and certain other phases of such programs, for example: student government, work experience, use of the arts, and college and community collaboration. There is a preliminary section dealing briefly with the elements of community understanding and reasons for concern on the part of teacher-preparing institutions with this area of teacher education. A final section deals with relations within the college and with the public, and suggests eight criteria of appraisal.

The bulletin is concrete in the variety of examples of community analysis and activity described. However, it was disappointing to the reviewer that some digest of the vast literature of community analysis was not included. At least an annotated bibliography should have been added so that interested students could learn of the sources of the community analyses and surveys, such as the work of the University of Chicago Studies, those of Blackwell's own group at the University of North Carolina, the Lynds' Studies, and the Yankee City Series. Also the approach was entirely that of the program of campus institutions. Surely there is an equally important need for study of in-service programs of community analysis and participation by teachers in the field, particularly in small communities and in rural areas which the vast majority of teacher-preparing institutions serve.

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Child Development and Guidance in Rural Schools, by Ruth Strang and Latham Hatcher—218 pages. Harper & Brother. \$2.50.

Dr. Hatcher points out in a wartime foreword how very devastating the effect of the war has been upon the rural schools which were inadequately provided for even in peace time. She stresses the problems of guidance in rural schools both from the angle of the percentage of pupils who are there given their basic or foundational education and from the angle of lack of trained leadership. She suggests that the classroom teacher prepare for guidance and where possible the various faculty members cooperate in a sharing of guidance functions. It is evident that if such a program is to be carried out those teachers who are not trained in guidance work will need all the professional advice which can be presented in a non-technical and practical way. This I would say is the purpose of the authors in presenting this volume.

In the first chapter of the book the authors define guidance as "the process by which the individual's potentialities are discovered and developed through his own efforts, for his personal happiness and social usefulness." It is emphasized that the guidance must be continuous, starting very early and leaving no disastrous gaps. Suggestions are made as to the school's part and the part the home can play in proper guidance. Various human needs and how they are met are illustrated by typical cases. In suggesting the school's part, it is related how in one rural school, projects such as cleaning and decorating the school house, preparing a new playground, getting ready for Parent-Teacher Association, and constructing objects with paper, cloth, clay, and wood, were used as a means of general educational development as well as a means of studying special abilities and interests and establishing a friendly relationship which is the foundation of all guidance. Problems resulting from ill-fitting clothing, financial stress, and being a "buss child" are considered and it is pointed out how wise parents can build a family unity through a sharing of responsibility and a frank discussion of family problems. Carrying out the idea that guidance is an *individual* matter the reader is reminded that there is no such person as the *rural child*, but in the rural community, as elsewhere, varied patterns of human characteristics and needs.

In the section on "How To Know Children" it is first pointed out that one's study of children must be comprehensive. A real case is cited which shows that a rather extensive study which lacks in one important detail may be worthless. We are told of Mildred who didn't do her class work, never followed directions, and took no interest in anything in school or out at play. Much study of the case convinced her

teacher that it was a hopeless case of inability. What a shock to the teacher and what an opening of new horizons for Mildred when through a chance remark of the mother it was discovered that Mildred had had scarlet fever three years before and had never been able to hear well since. In learning to know children the teacher observes, tests, and consults. She gives careful consideration to health items such as signs of illness and fatigue, hearing, vision, and previous health history. She studies emotional relationships within the home such as lack of affection, confidence and trust, overprotection, and problems created by parents who try to realize their own hopes and ambitions through their children. Illustrative cases are presented as well as suggestions for getting the desired information concerning this more intangible factor both in the home and in the school situation. Here as elsewhere the authors recognize the fact that knowing why something happens is only a partial answer to the teacher's problem and therefore make pertinent suggestions as to what may be done to get rid of undesirable reactions and bring about desirable attitudes and behavior. The relationship of school achievement to the factors affecting progress such as mental age, reading ability, and home background is duly considered. There is a brief discussion of techniques for studying children and the kind of records which seem most valuable. The section closes with a consideration of the importance of pupil self-appraisal, parents' contribution to understanding children, and the use of the services of experts.

In chapter three consideration is given to the conditions that make effective guidance possible. Pleasant physical surroundings are desirable and if they do not exist they should be developed. Promotion will depend upon the child's ability, his effort, his physical and social maturity, and the probable effect of non-promotion and marks must reveal not only a mastery of subjects, but growth in responsibility, in study habits, cooperation, and perseverance. Attendance and discipline are considered factors in guidance rather than isolated problems. It is also shown that the curriculum must contribute to guidance and that best guidance is impossible without curriculum provision for valuable learning experience.

The special problems of the young beginner are mentioned and then through discussion and interesting illustrations the teacher is given considerable information on how to deal with the shy, the unsocial, the "naughty," the mentally retarded, the pro-adolescent, the "bad boy," and the bright child. There are suggestions for helping the pupil with problems of reading, gaining independence from the family, relationship with peers, educational and vocational guidance, and the development of a philosophy of life.

The outstanding impression one gets from reading this volume is that it is a comprehensive treatment

of the subject so couched in non-technical language and so abundantly illustrated by practical situations that it will prove both interesting and informative reading for both the layman and professional worker

in the field of guidance.

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ASSOCIATION NEWS

Report of the Secretary

A meeting of the Executive Board was held on Friday, June 18, 1943, in the office of President Hardwick at Sixth and Walnut Streets.

At that time the election of officers and members of the Executive Board and Administrative Committee for the fiscal year, July 1, 1943, to June 30, 1944, took place. All the officers who served during the preceding year were re-elected, these being President, Gordon A. Hardwick; Vice-President, Theodore A. Distler; Secretary, Virginia H. Stites, and Treasurer, Reginald L. S. Doggett.

The following were elected to membership on the Executive Board: Francis L. Bacon, Walter D. Fuller, Byron S. Hollinshead; Paul H. Musser and Alexander J. Stoddard to serve for three years; Leonard C. Ashton, A. M. Boyd, C. E. Clewell, Rufus H. Fitzgerald, Charles H. Rominger and Herbert Wottrich to serve for two years; and John Barr, Theodore A. Distler, Henry J. Gideon, Robert D. Gray, Gordon A. Hardwick and H. Raymond Mason to serve for one year.

The following were elected as members of the Administrative Committee: Gordon A. Hardwick, Chairman; Leonard C. Ashton, Clarence E. Clewell, Theodore A. Distler and Alexander J. Stoddard.

During the course of the meeting the President discussed the Association's concern with those youngsters now in secondary schools and the schools'

obligation to see that they receive specialized education and training so that they will not be in competition with returning war veterans.

The President also struck the keynote of the Association's program for the year by suggesting the possibility of its sponsoring a "back-to-the-classroom" movement, whereby young people returning from the service, whose education was interrupted by the war, would be encouraged to return to school and college and secure specialized educational preparation for their life work. This program is described in some detail on page 71.

The possibility of the Association's sponsoring the establishment of an Intercollegiate Placement Bureau was also discussed briefly. Such an agency would serve as a basis of exchange of information between the placement bureaus of all colleges and would help to facilitate post-war placement among college graduates who did not wish to return to their own locality.

Attention is directed to the article on page 67. This report of a survey on "Future Personnel Requirements and Education for Post-War Placement" is based upon replies received to a questionnaire which was sent to the Association's membership representing the business and industrial fields. It was designed to secure information concerning employee needs, which would be helpful to guidance officers in schools and colleges in providing more effective educational preparation for their students.

